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AUTHOR	Buike, Sandra; Duffy, Gerald G.
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ABSTRACT

During two years of data collection, 23 classroom teachers were observed in order to determine whether, as other educators have suggested, teachers possess conceptions of reading that influence their instructional practices. Two separate strands of data were collected for each teacher: teachers' conceptions about reading were collected at various times during the school year from formal interviews, informal interviews, and the comments teachers made to pupils during instruction; and the teachers' instructional practices were observed and recorded in field notes and on audio tapes. These two strands were then compared to determine whether the observed instructional practices reflected the teachers' conceptions of reading. At a superficial level, the results indicated that teacher conceptions do influence instructional practice. Teachers offer many other statements to explain their instructional decisions, however; these statements, representing "nonreading" conceptions, sometimes dominate the reading conceptions to the point that they and not the reading conceptions guide teachers' instructional practices. Contrary to earlier hypotheses, then, reading conceptions and instructional practices are not related in a simple, linear way, nor do teachers operate from an implicit theory of reading. (Graphs of the data for each teacher are appended.) (RL)

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DO TEACHER CONCEPTIONS OF READING INFLUENCE INSTRUCTIONAL PRACTICE?

Sandra Buike
and
Gerald G. Duffy
Institute for Research on Teaching
Michigan State University

A Paper Presented at the
Annual Conference of the
American Education Research Association
San Francisco, California
April, 1979

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Background

A growing body of research suggests that effective teachers are decision-makers who engage in information processing (Shulman, 1975; Shulman and Elstein, 1975). Such research on teaching is of particular interest to reading educators because of growing evidence that instructional effectiveness in reading is tied to teachers rather than to programs (Bond and Dykstra, 1967; Early, 1976).

If teachers' decision-making skills make the difference, we must know what guides and governs these decisions. Many educational leaders point to the teacher's conceptions as the crucial variable. For instance, Brophy and Good (1974) say that it is the "teacher's belief system or conceptual base" which is especially important; a University of Wisconsin report (1967) states that it is "the teacher's own thoughts and conceptualizations of the instructional process" which makes a difference; and Combs, Blume and Newman (1974) say the teacher's "private world of perceptions" determine effectiveness.

Reading educators pursue a similar, but narrower, hypothesis in which the focus is not conceptions generally but conceptions of reading in particular. For instance, McKee points to the importance of "the teacher's understanding of what reading instruction is," Carrol and Chall (1975) conclude that the teacher's "system of beliefs about how different children learn to read" is crucial, Cunningham (1977) suggests that an important factor is "the teacher's beliefs about the reading process," Goodman and Watson (1977) argue that "teachers should be able to articulate the . . . (reading) . . . program's theoretical base . . ." and Harste and Burke (1977) say that every teacher possesses an implicit model of reading which

can be discovered through observation. Kamil and Pearson (1979) provide the most straightforward statement of the role of reading conceptions when they describe three reading models, stating that these ". . . different models of reading suggest different instructional practices" and that teachers theoretically make different instructional decisions depending upon their particular "model" (or conception).

The Problem

This paper reports the progress of an on-going study of teacher conceptions of reading. During two years of data collection, twenty-three classroom teachers have been studied to determine whether, as the above educators suggest, teachers possess conceptions of reading and, if so, whether these influence instructional practices. The study has significance both for research on teaching generally because of its focus on how teachers decide what to do and for reading education in particular because of the insights it can provide about how teachers use reading theories and models in the classroom teaching of reading.

Methodology

Two different sets of teachers have been studied. During 1977-78, ten teachers from three states were selected by nomination and by data obtained from instruments and interviews.[1] The field techniques of the ethnographer were employed in making approximately twenty all-day and half-day classroom observations of each teacher's instructional practices (for a total of approximately 200 observations) and in conducting four to ten interviews with each teacher.

During 1978-79, a new set of thirteen mid-Michigan teachers was selected on the basis of the types of schools they represented and their reported

practices in reading.[2] The observational techniques employed in 1977-78 were continued, with each teacher being observed a minimum of twelve times (six times to date). Additionally, in each classroom, four reading periods were audio taped (two of which have been completed at this writing), four formal interviews were completed (three of which are reflected in this paper) and numerous informal interviews were conducted.[3]

Consequently, the findings reported in this paper reflect nearly 300 classroom observations, 50 formal interviews and numerous informal interviews of twenty-three teachers over two school years. Further, the field notes for observations conducted to date for the 1978-79 teachers have been analyzed in terms of time utilization, thereby providing another dimension of each teacher's instructional practice.

Two separate strands of data were collected for each teacher. The first was designed to identify each teacher's conception, with a conception being defined as:

> ". . . the sum of the statements which the teacher offers as explanations for the decisions he/she makes about teaching (particularly in reading)."

Data regarding conceptions were collected using the "triangulation" principle (Denzin, 1970, 1978) of employing three sources of data. Statements were collected at various times during the year from formal interviews, from informal interviews and from comments the teachers made to pupils during classroom instruction. These statements were then classified into categories. If a category contained five or more teacher statements, it was deemed to be a part of that teacher's conception.

The second strand focused on the teacher's instructional practice in the classroom. As with the conception strand, data were collected from

three sources: field notes of observations, audio taped lessons of reading groups and records of pupil activity during the reading period.

The two strands were then compared to determine whether the teachers' observed instructional practices in reading and/or the time employed in various reading activities reflected the teachers' categories of statements (conceptions). If at least five activities were observed which reflected a particular conception and/or if the time spent in reading activities reflected a category, the instructional practices were considered to be guided and governed by the teacher's stated conception.

In this paper, the data for each teacher are displayed in three ways (see Figures 1-23). First, each teacher's conception is depicted on a four quadrant chart in which the two vertical halves represent the "pupil centered" and "content centered" views of reading and reading instruction identified in earlier work (Duffy and Metheny, 1978) while the two horizontal halves represent the reading-learning process and child-environment conditions. On this chart, each category of statements is represented by a circle; the circles are larger or smaller depending upon the number of statements the teacher made for that category and intersect one another if the teacher sees the categories as blending together. Hence, the chart simultaneously displays the number of categories in the teacher's conception, the apparent weighting the teacher assigns to each category, the way in which the categories relate or fail to relate together and the arrangement of the categories according to the four quandrants.

Second, each teacher's observed practice is charted according to eight decision-making dimensions previously identified (Barr and Duffy, 1978). For each dimension, the more "content-centered" positions appear at the right and the more "pupil-centered" positions appear at the left so that

when the observed practices match the conception, the pattern of the "snake" on this chart appears in approximately the same vertical position as the circles on the first chart.

Third, the 1978-79 teachers have an additional graph showing time employed in various reading activities. These data are displayed as percentages with the more"content-centered" activities appearing to the right and the "pupil-centered" appearing to the left.

Major Findings

At this time, three major findings are reported.

Do Teachers Have Conceptions of Reading? It is clear that the classroom teachers studied do have conceptions of reading. Each of the twenty-three teachers offered statements about reading and/or the teaching of reading in a variety of situations, in sufficient numbers and consistently over time, thereby meeting the criteria established. The statements result in numerous reading categories, the most frequent being "basal text" and "skill" statements and the least frequent being "functional use" statements. The specific categories are displayed as circles on the quadrant charts in Figures 1-23.

While it is clear that teachers do make categorizable statements about reading, these statements seldom reflect the purely theoretical positions frequently discussed in the reading literature. Instead, most teachers make statements which reflect multiple reading conceptions. In fact, only two teachers (Figures 14 and 15) have a single reading conception; all the rest have several categories which include both reading and non-reading concepts. However, the reading categories of teachers are usually related; that is, a teacher having one "content-oriented" category is likely to

espouse statements reflecting similar categories rather than statements reflecting a "pupil-oriented" position.

Are Conceptions of Reading Reflected in Practice? Of the twenty-three teachers studied, the conceptions of all but six are reflected in instructional practice. This relationship can be seen in the 1977-78 teachers (see Figures 1-10) by noting that the "snake" on the chart of the "Teacher's Observed Behavior in Reading" approximates the same relative position on the left-to-right continuium as the circles on the chart entitled "What the Teacher Says Guides Decisions," with the only exceptions being Teachers 7A, 8A, 9A and 10A. This relationship is replicated in the 1978-79 sample (see Figures 11-23); the observed practice and time utilization for all but Teacher 11B generally reflect the categories of statements which they said guide their decisions.

Do Reading Conceptions Govern Teacher Behavior? The reading activities of most of the observed teachers reflected their conceptions; nevertheless, it cannot be said that teacher conceptions of reading explain instructional behavior in reading. This is so for two reasons.

First, most teachers not only have multiple reading conceptions but also have other non-reading conceptions. These include conceptions about classroom management, expectations of pupils, attitudes toward children, the role of feedback, the nature of child growth and development, preferences for reinforcement procedures, attitudes towards behavior problems and others as displayed in Figures 1-23. These additional conceptions interact with the conceptions of reading and, consequently, modify the teacher's instructional practice. Further, for many teachers (see Figures 7, 11, 12, 19, 20 and 22), a non-reading conception seems to be dominant in the teacher's mind

and apparently is more influential than the reading beliefs. Since such "non-reading" conceptions seem to intervene with "reading" conceptions, it is clear that the relationship between reading theory (or models) and instructional practice is not always a simple one.

Second, reading conceptions do not fully explain instructional behavior because most teachers seem to be influenced more by the teaching context itself than by their beliefs about reading; that is, some teachers change their conception of reading and their instructional behavior depending upon the teaching situation. Two contextual conditions appear most influential here: grade level and ability level. For instance, Teacher 10A's observed practice seemed to contradict her conception because she stated her beliefs as a fourth grade teacher but was observed teaching second grade where, she said, such beliefs did not apply. Similarly, Teachers 1B, 6B, 10B, 12B and 13B made clear that their reading statements were made with a particular grade level in mind and that they would make different statements if they were teaching a different grade level. This "grade level conception" is particularly evident among first grade teachers; similar to the findings of Brophy and Good (1974), all but two first grade teachers (Teachers 7A and 6B) espoused "content-oriented" conceptions and reflected these in practice (see Teachers 1A, 4A, 5A, 1B, 4B, 5B, 9B, 10B, 12B and 13B) while the only teachers who espoused and practiced strong "pupil-centered" conceptions were those teaching higher grades (see Teachers 3A and 3B).

Ability level of pupils also contributes to the instability of conceptions, with several teachers applying certain conceptions to average and above average pupils but altering these when confronted with slower pupils. A good example is Teacher 3A who espoused and practiced an individualized reading program based on trade books for all but the slow students; for those,

he prescribed programmed workbooks emphasizing the graphemic code. Similar behavior was observed for Teachers 9A and 10A. The phenomenon is also observed in reverse, particularly among first grade teachers. For instance, Teachers 4A, 5B, 10B, 12B and 13B espouse and practice "content-centered" programs for all but the higher ability students; for those, they prescribe independent work reflecting more "pupil-centered" conceptions. The common denominator among both sets of teachers appears to be the belief that slow learners "need more structure."[4]

Conclusions About Conceptions and Instructional Practice

The study was designed to determine whether teacher conceptions of reading influence instructional practice. At a superficial level, the answer to the research question is, "Yes." The teachers studied do, when explaining instructional decisions, make enough reading statements to indicate that they possess conceptions and, in most cases, their observed behavior and time utilizations tend to reflect their statements.

Simultaneously, however, teachers offer many other statements to explain their instructional decisions. These statements, when categorized, represent "non-reading" conceptions which, in some cases, dominate the reading conceptions; that is, when faced with a classroom decision which brings the "reading" and "non-reading" conceptions into conflict, the teacher tends to be guided more by the non-reading than by the reading conception.

Further, teachers' decisions seem to be influenced more by the teaching context than by a particular conception. For instance, teacher conceptions are likely to change if the grade level and/or the ability of the pupil(s) being taught changes.

Consequently, contrary to the hypotheses of Kamil and Pearson, Carroll and Chall and others noted at the outset of this paper, reading conceptions and instructional practices are not related in a simple, linear way, nor is there support for Harste and Burke's statement that teachers operate from an implicit theory of reading. Rather, the relationship between a teacher's reading beliefs and his/her instructional decision-making appears to be fluid; a teacher's conception of reading is a "free-floating" element which has little meaning until it is filtered through the teacher's non-reading conceptions and is applied to specific teaching context.

Next Steps

While the findings cited here are intriguing, much more must be done if we are to find the key to understanding how the mental life of teachers separates effective teachers from ineffective ones. The first step, of course, is to continue the study of teacher conceptions and observed practice in order to better understand how teacher conceptions influence instructional decision-making. Second, pupil outcome measures (which have been collected for the thirteen 1978-79 classrooms) must be analyzed to determine what impact differential teacher conceptions and practices have on pupils. Third, additional avenues of study are suggested by the fact that some teachers apparently have conceptions which do not interact with each other in any meaningful way (see Figures 8 and 21), the fact that some teachers apparently have a single dimension conception (see Figures 14 and 15) while others have multi-faceted conceptions (see Figures 11, 12 and 13), the fact that some teachers operate reading programs under stringent institutional mandates while others are free to do what they want, the idea that some teachers have strong administrative support while

others have little support and the fact that the conceptions of some teachers appear to be much stronger (or are adhered to with more consistency) than those of others. Finally, as more is learned about teacher conceptions and their influence on instructional practice, it becomes more and more important to trace their genesis and development. Only if we understand how conceptions are created and nurtured will we be able to apply the findings to the teacher training process and, thereby, positively influence the teaching of reading in classrooms.[5]

Notes

1. The data collection techniques used were a Propositional Inventory (Duffy and Metheny, 1978) and a structured interview based on a variation of Kelley's Role Concept Repetory Test (Johnston, 1977).

2. The type of school was determined by both Michigan State Education Department data regarding SES and by school district policy regarding the presence or absence of instructional/curricular mandates. Teacher practices were determined by responses to the Propositional Inventory and by interview.

3. A "formal interview" is one conducted at a scheduled time and in which the interviewer follows a previously-constructed interview guide. An informal interview is one in which the observer spontaneously questions the teacher about incidents noted during the observation.

4. This statement has been made at one time or another by each of the teachers cited in this paragraph.

5. Special thanks are due the following researchers who aided in the planning, collection and analysis of data: Richard Allington and Anne Franzen, State University of New York, Albany; Rebecca Barr and Carol Spenser, University of Chicago; Byron Brown, Susan Florio, Dennis Guiser, Lonnie McIntyre, William Metheny, Luthene Pommer, Daniel Saks and Lee Shulman, Michigan State University.

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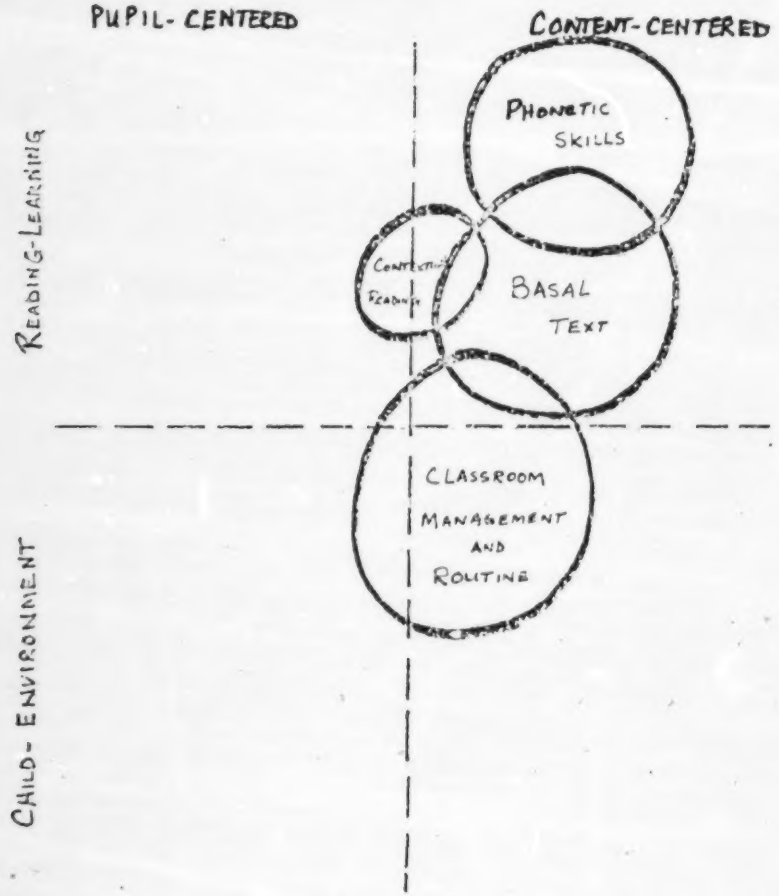
TEACHER #1A

WHAT TEACHER SAYS GUIDES DECISIONS



TEACHER #1A

OBSERVED TEACHER PRACTICE

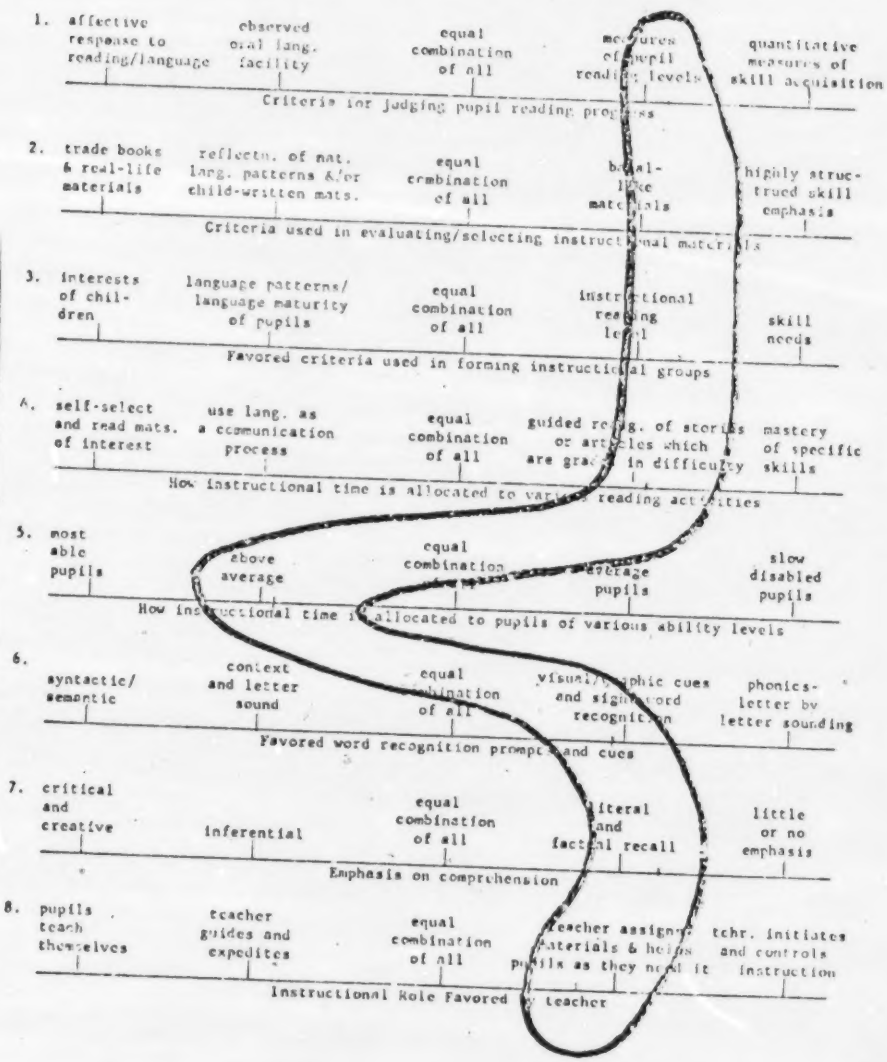
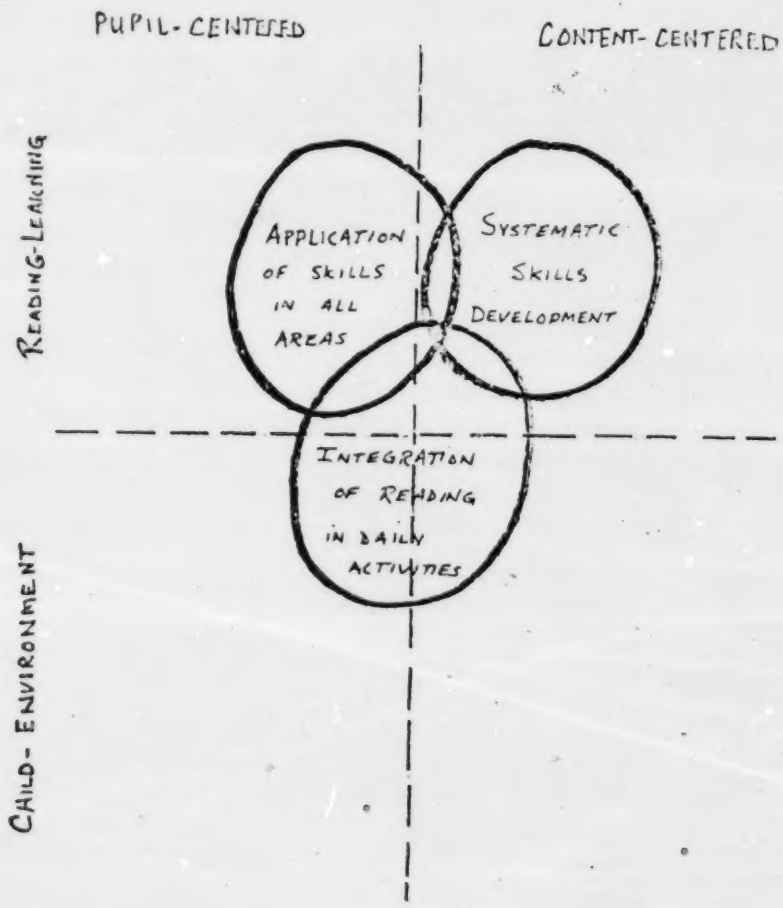

1. affective response to reading/language
observed oral lang. facility
equal combination of all
measures of pupil reading levels
quantitative measures of skill acquisition
Criteria for judging pupil reading progress
2. trade books & real-life materials
reflectn. of nat. lang. patterns &/or child-written mats.
equal combination of all
basal-like materials
highly structured skill emphasis
Criteria used in evaluating/selecting instructional materials
3. interests of children
language patterns/ language maturity of pupils
equal combination of all
instructional reading level
skill needs
Favored criteria used in forming instructional groups
4. self-select and read mats. of interest
use lang. as a communication process
equal combination of all
guided reading of stories or articles which are graded in difficulty
mastery of specific skills
How instructional time is allocated to various reading activities
5. most able pupils
above average
equal combination
average pupils
slow disabled pupils
How instructional time is allocated to pupils of various ability levels
6.
syntactic/ semantic
context and letter sound
equal combination of all
visual/graphic cues and sight word recognition
phonics-letter by letter sounding
Favored word recognition prompts and cues
7. critical and creative
inferential
equal combination of all
literal and factual recall
little or no emphasis
Emphasis on comprehension
8. pupils teach themselves
teacher guides and expedites
equal combination of all
teacher assigns materials & helps pupils as they need it
tchr. initiates and controls instruction
Instructional Role Favored by teacher

Figure 1

TEACHER #2A

WHAT TEACHER SAYS GUIDES DECISIONS



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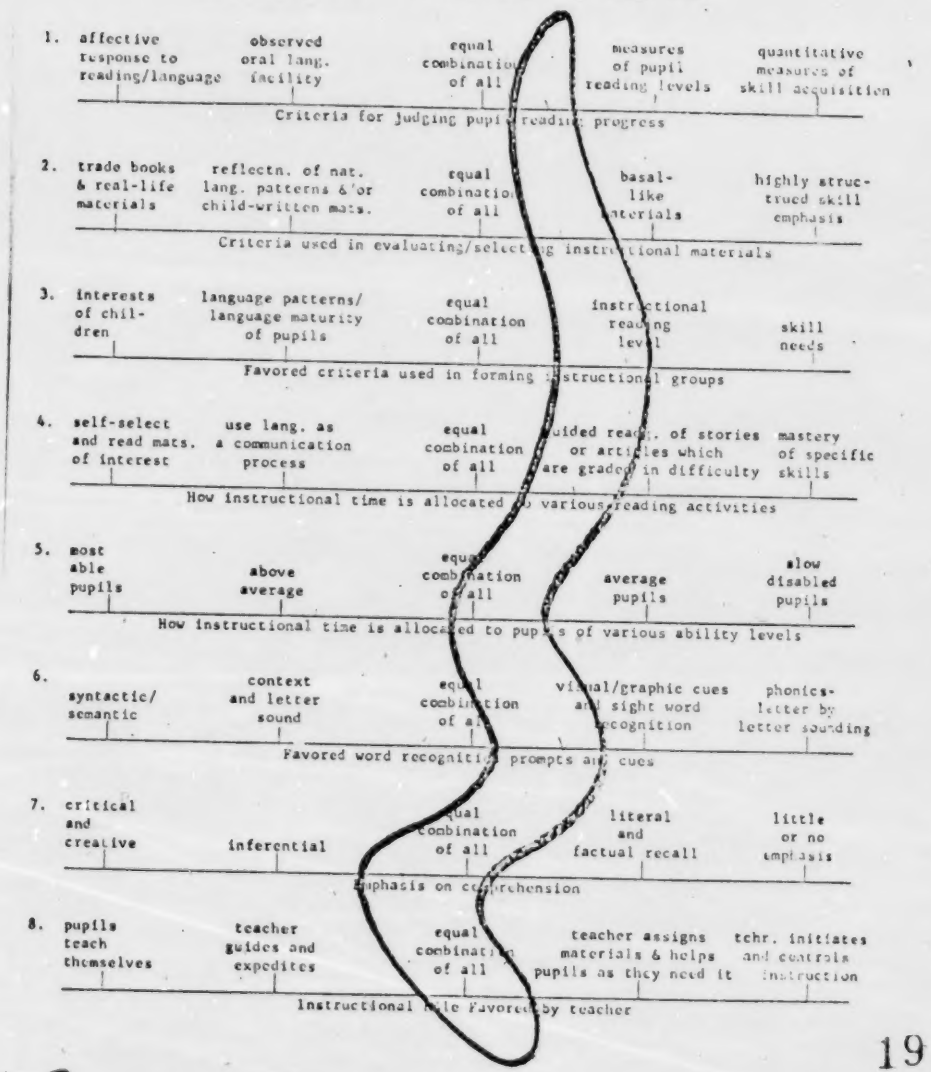
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instructional reading level
skill needs
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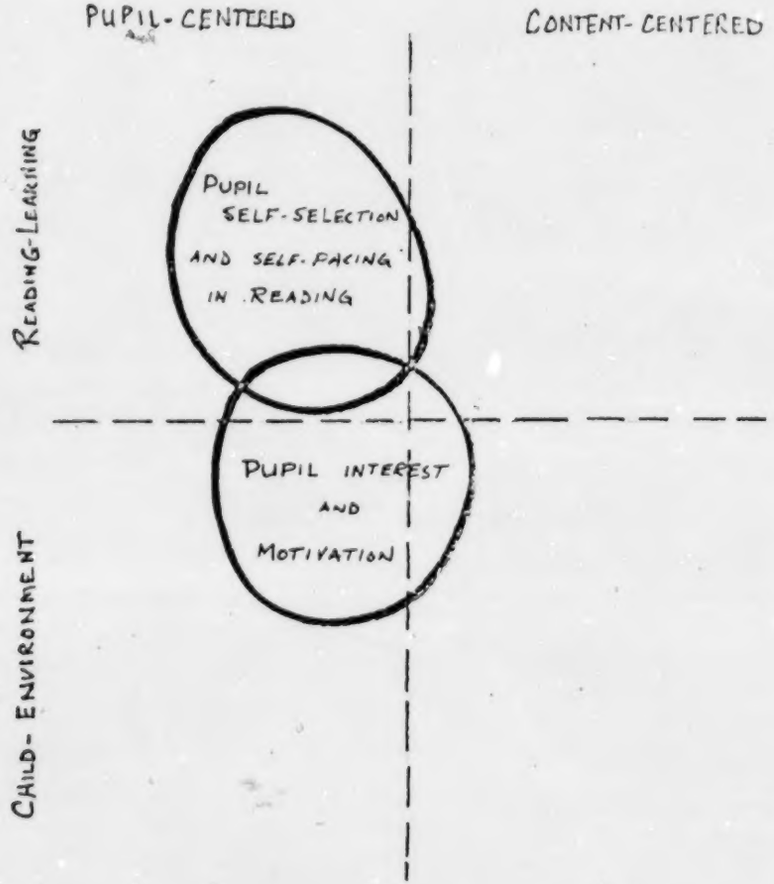
4. self-select and read mats. of interest
use lang. as a communication process
equal combination of all
guided read. of stories or articles which are graded in difficulty
mastery of specific skills
How instructional time is allocated to various reading activities
5. most able pupils
above average
equal combination of all
average pupils
slow disabled pupils
How instructional time is allocated to pupils of various ability levels
6. syntactic/ semantic
context and letter sound
equal combination of all
visual/graphic cues and sight word recognition
phonics-letter by letter sounding
Favored word recognition prompts and cues
7. critical and creative
inferential
equal combination of all
literal and factual recall
little or no emphasis
Emphasis on comprehension
8. pupils teach themselves
teacher guides and expedites
equal combination of all
teacher assigns materials & helps pupils as they need it
tchr. initiates and controls instruction
Instructional role Favored by teacher

Figure 2

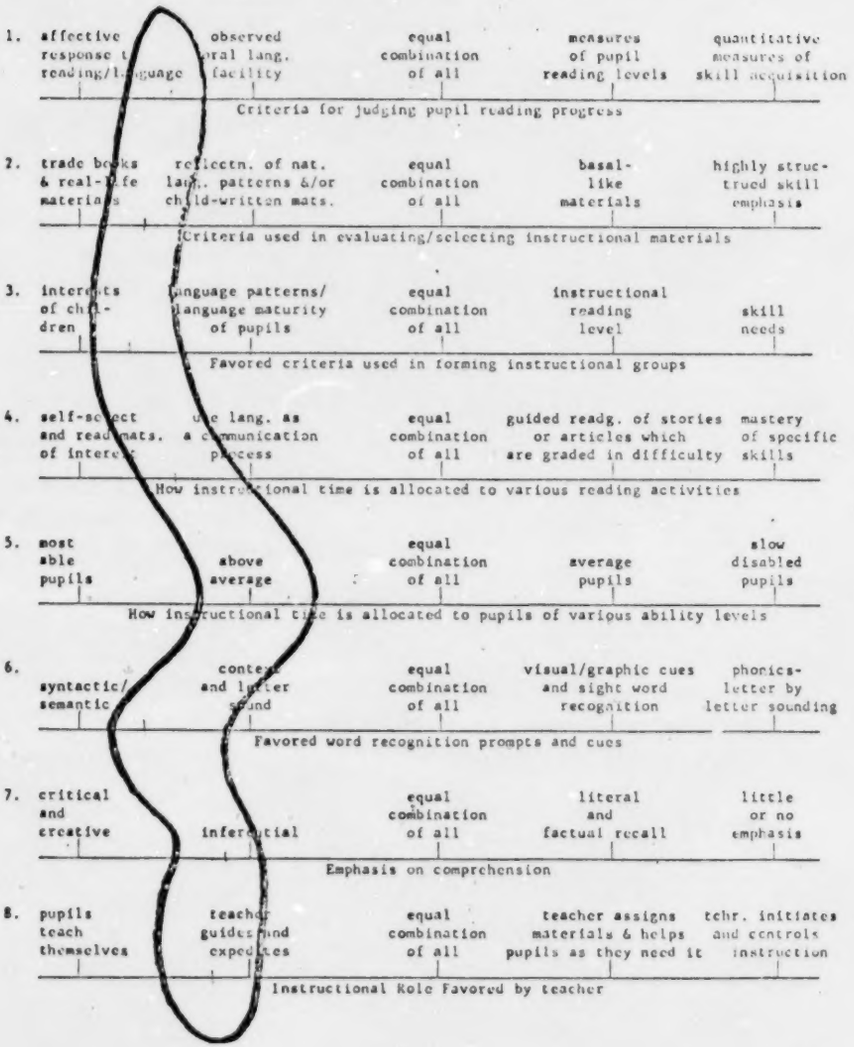
TEACHER #3A

WHAT TEACHER SAYS GUIDES DECISIONS



TEACHER #3A

OBSERVED TEACHER PRACTICE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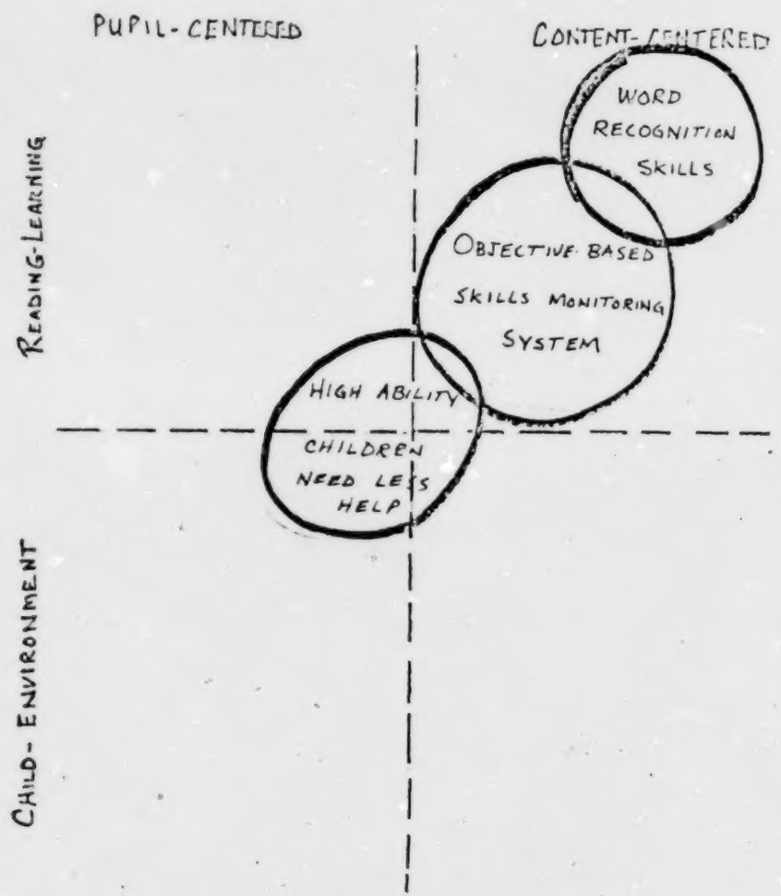
Criteria for judging pupil reading progress
2. trade books & real-life materials | reflectn. of nat. lang. patterns &/or child-written mats. | equal combination of all | basal-like materials | highly structured skill emphasis
Criteria used in evaluating/selecting instructional materials
3. interests of children | language patterns/ language maturity of pupils | equal combination of all | instructional reading level | skill needs
Favored criteria used in forming instructional groups
4. self-select and read mats. of interest | use lang. as a communication process | equal combination of all | guided readg. of stories or articles which are graded in difficulty | mastery of specific skills
How instructional time is allocated to various reading activities
5. most able pupils | above average | equal combination of all | average pupils | slow disabled pupils
How instructional time is allocated to pupils of various ability levels
6. syntactic/ semantic | context and letter sound | equal combination of all | visual/graphic cues and sight word recognition | phonics-letter by letter sounding
Favored word recognition prompts and cues
7. critical and creative | inferential | equal combination of all | literal and factual recall | little or no emphasis
Emphasis on comprehension
8. pupils teach themselves | teacher guides and expedites | equal combination of all | teacher assigns materials & helps pupils as they need it | tchr. initiates and controls instruction
Instructional Role Favored by teacher

Figure 3

TEACHER #4A

WHAT TEACHER SAYS GUIDES DECISIONS



TEACHER #4A

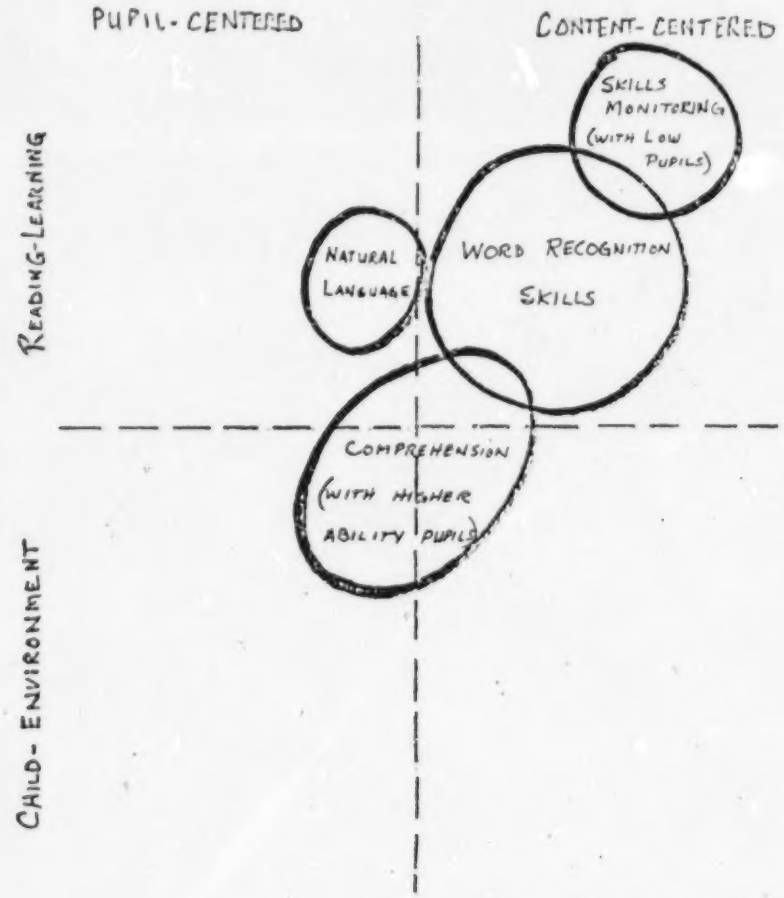
OBSERVED TEACHER PRACTICE

1.	affective response to reading/language	observed oral lang. facility	equal combination of all	measures of pupil reading levels	quantitative measures of skill acquisition
	Criteria for judging pupil reading progress				
2.	trade books & real-life materials	reflectn. of nat. lang. patterns &/or child-written mats.	equal combination of all	basal-like materials	highly structured skill emphasis
	Criteria used in evaluating/selecting instructional materials				
3.	interests of children	language patterns/ language maturity of pupils	equal combination of all	instructional reading level	skill needs
	Favored criteria used in forming instructional groups				
4.	self-select and read mats. of interest	use lang. as a communication process	equal combination of all	guided readg. of stories or articles which are graded in difficulty	mastery of specific skills
	How instructional time is allocated to various reading activities				
5.	most able pupils	above average	equal combination of all	average pupils	slow disabled pupils
	How instructional time is allocated to pupils of various ability levels				
6.	syntactic/ semantic	context and letter sound	equal combination of all	visual/graphic cues and sight word recognition	phonics-letter by letter sounding
	Favored word recognition prompts and cues				
7.	critical and creative	inferential	equal combination of all	literal and factual recall	little or no emphasis
	Emphasis on comprehension				
8.	pupils teach themselves	teacher guides and expedites	equal combination of all	teacher assigns materials & helps pupils as they need it	tchr. initiates and controls instruction
	Instructional Role Favored by teacher				

Figure 4

TEACHER #5A

WHAT TEACHER SAYS GUIDES DECISIONS



TEACHER #5A

OBSERVED TEACHER PRACTICE

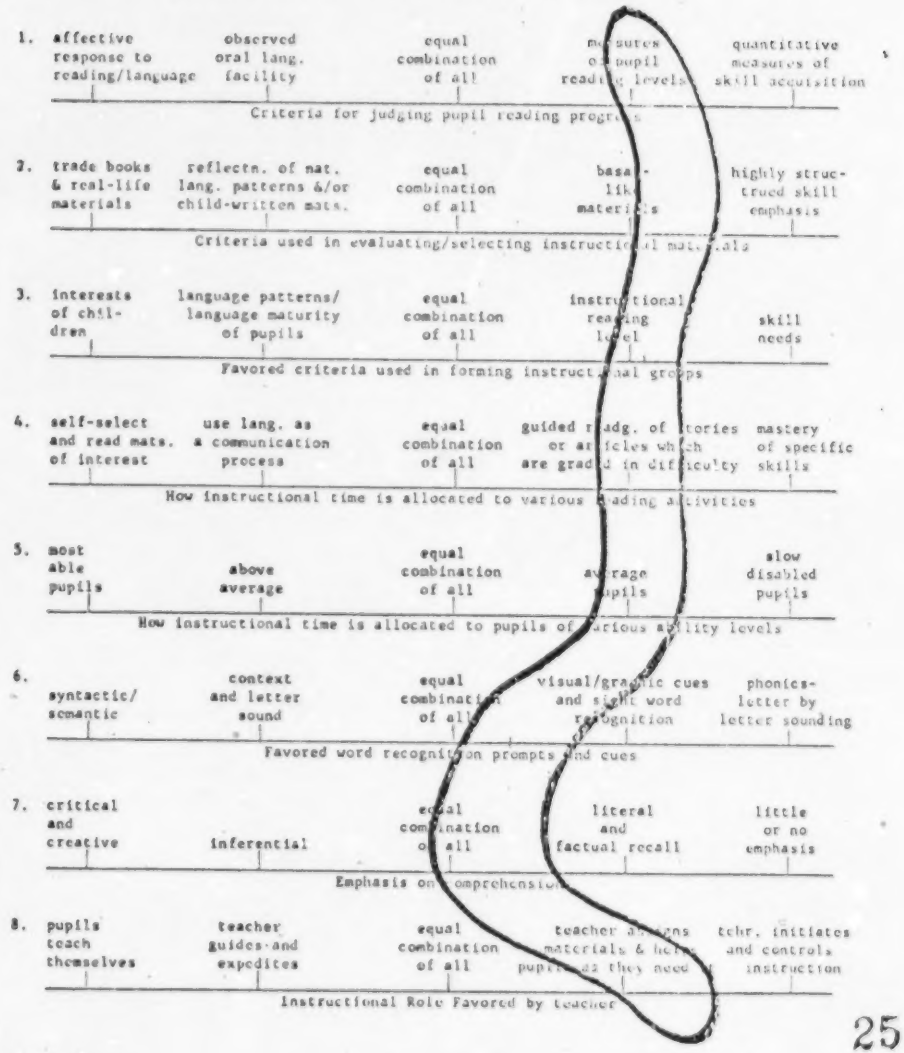
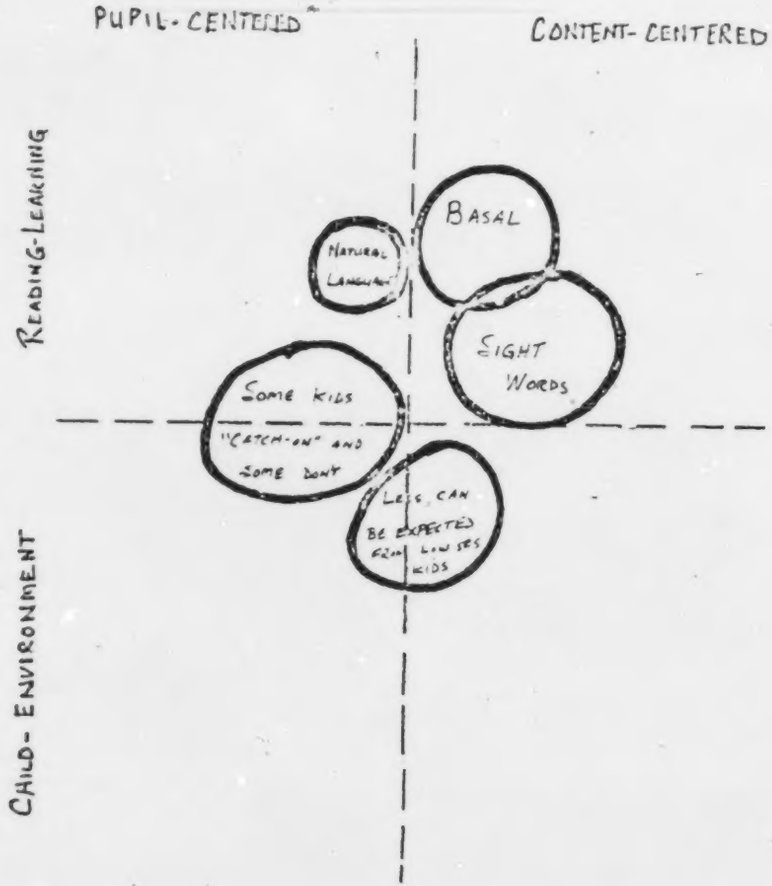

1. affective response to reading/language | observed oral lang. facility | equal combination of all | measures of pupil reading levels | quantitative measures of skill acquisition
Criteria for judging pupil reading progress
2. trade books & real-life materials | reflectn. of nat. lang. patterns &/or child-written mats. | equal combination of all | basal-like materials | highly structured skill emphasis
Criteria used in evaluating/selecting instructional materials
3. interests of children | language patterns/ language maturity of pupils | equal combination of all | instructional reading level | skill needs
Favored criteria used in forming instructional groups
4. self-select and read mats. of interest | use lang. as a communication process | equal combination of all | guided readg. of stories or articles which are graded in difficulty | mastery of specific skills
How instructional time is allocated to various reading activities
5. most able pupils | above average | equal combination of all | average pupils | slow disabled pupils
How instructional time is allocated to pupils of various ability levels
6. syntactic/ semantic | context and letter sound | equal combination of all | visual/graphic cues and sight word recognition | phonics-letter by letter sounding
Favored word recognition prompts and cues
7. critical and creative | inferential | equal combination of all | literal and factual recall | little or no emphasis
Emphasis on comprehension
8. pupils teach themselves | teacher guides and expedites | equal combination of all | teacher assigns materials & helps pupils as they need it | tchr. initiates and controls instruction
Instructional Role Favored by teacher

Figure 5

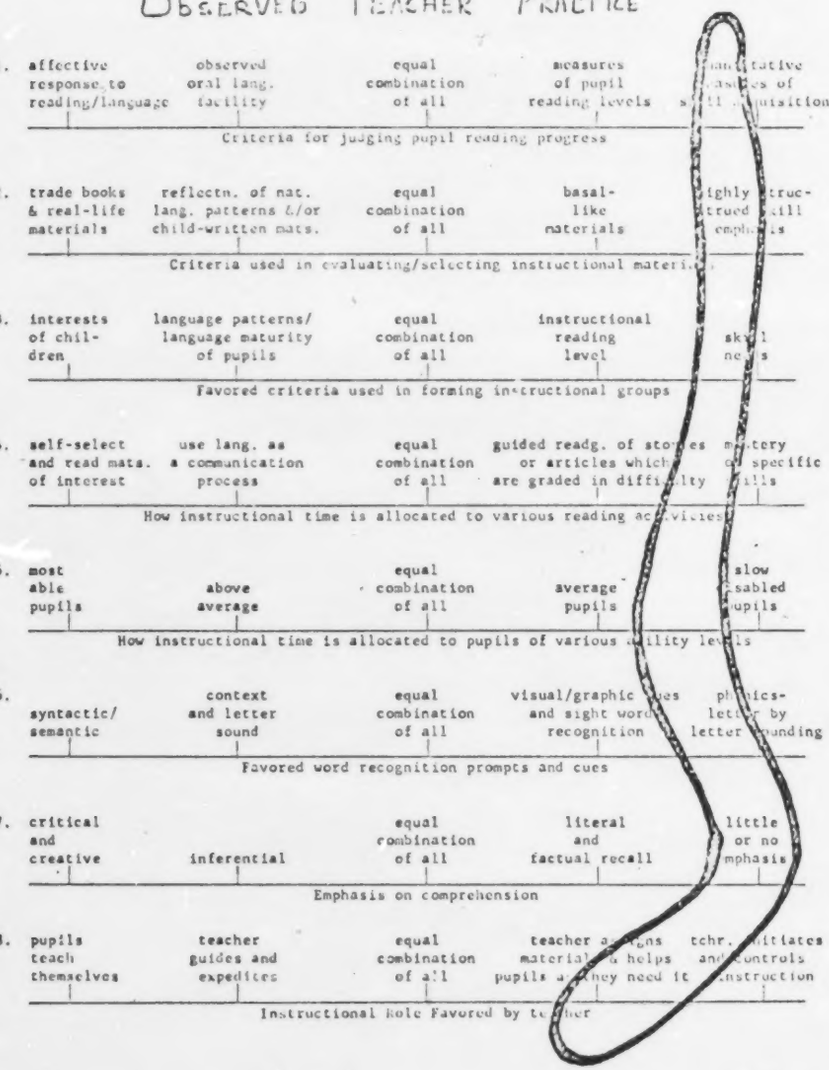
TEACHER #6A

WHAT TEACHER SAYS GUIDES DECISIONS



TEACHER #6A

OBSERVED TEACHER PRACTICE


1. affective response to reading/language | observed oral lang. facility | equal combination of all | measures of pupil reading levels | manifestative aspects of skill acquisition
Criteria for judging pupil reading progress
2. trade books & real-life materials | reflectn. of nat. lang. patterns &/or child-written mats. | equal combination of all | basal-like materials | highly structured skill emphasis
Criteria used in evaluating/selecting instructional materials
3. interests of children | language patterns/ language maturity of pupils | equal combination of all | instructional reading level | skill needs
Favored criteria used in forming instructional groups
4. self-select and read mats. of interest | use lang. as a communication process | equal combination of all | guided readg. of stories or articles which are graded in difficulty | mastery of specific skills
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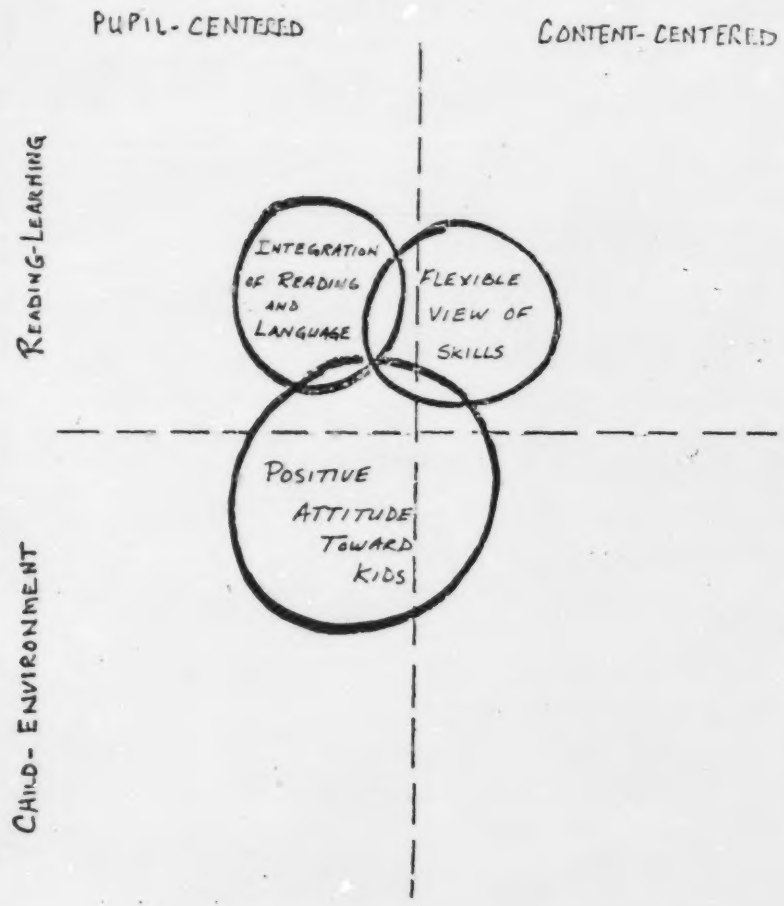
5. most able pupils | above average | equal combination of all | average pupils | slow disabled pupils
How instructional time is allocated to pupils of various ability levels
6. syntactic/ semantic | context and letter sound | equal combination of all | visual/graphic cues and sight word recognition | phonics- letter by letter sounding
Favored word recognition prompts and cues
7. critical and creative | inferential | equal combination of all | literal and factual recall | little or no emphasis
Emphasis on comprehension
8. pupils teach themselves | teacher guides and expedites | equal combination of all | teacher assigns materials & helps pupils as they need it | tchr. initiates and controls instruction
Instructional Role Favored by teacher

Figure 6

TEACHER #7A

WHAT TEACHER SAYS GUIDES DECISIONS



TEACHER #7A

OBSERVED TEACHER PRACTICE

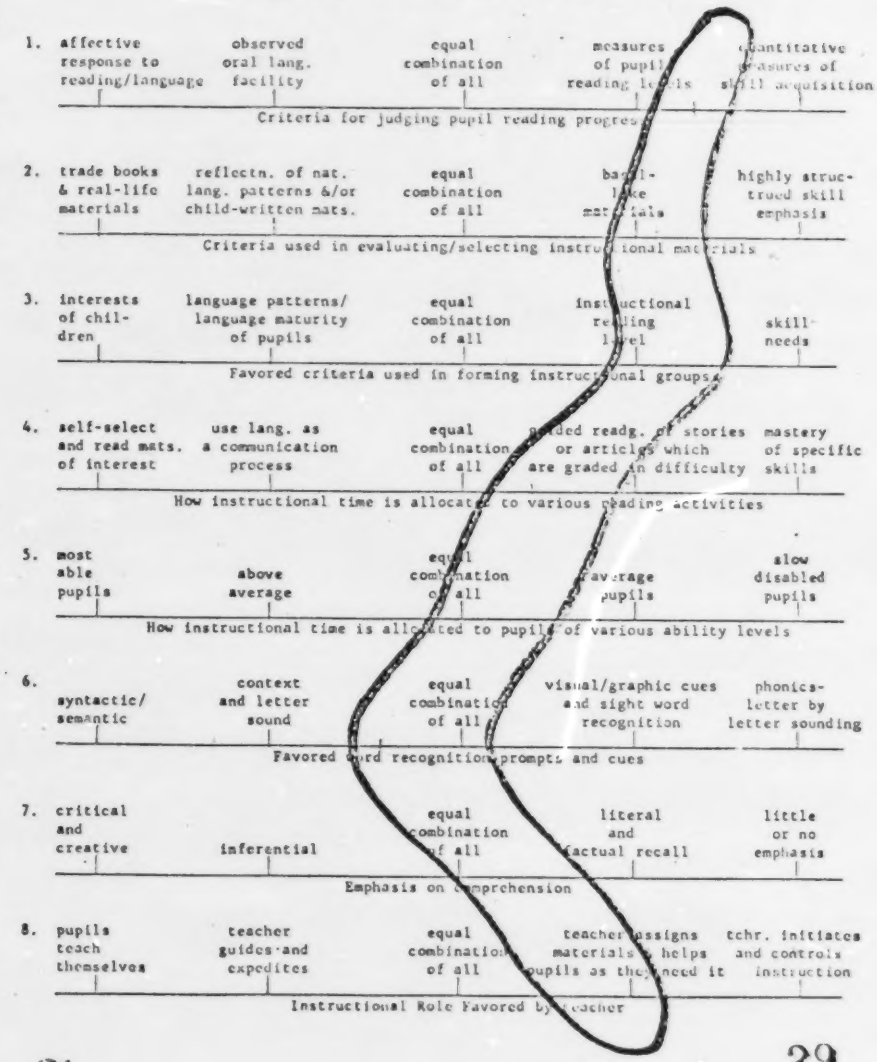
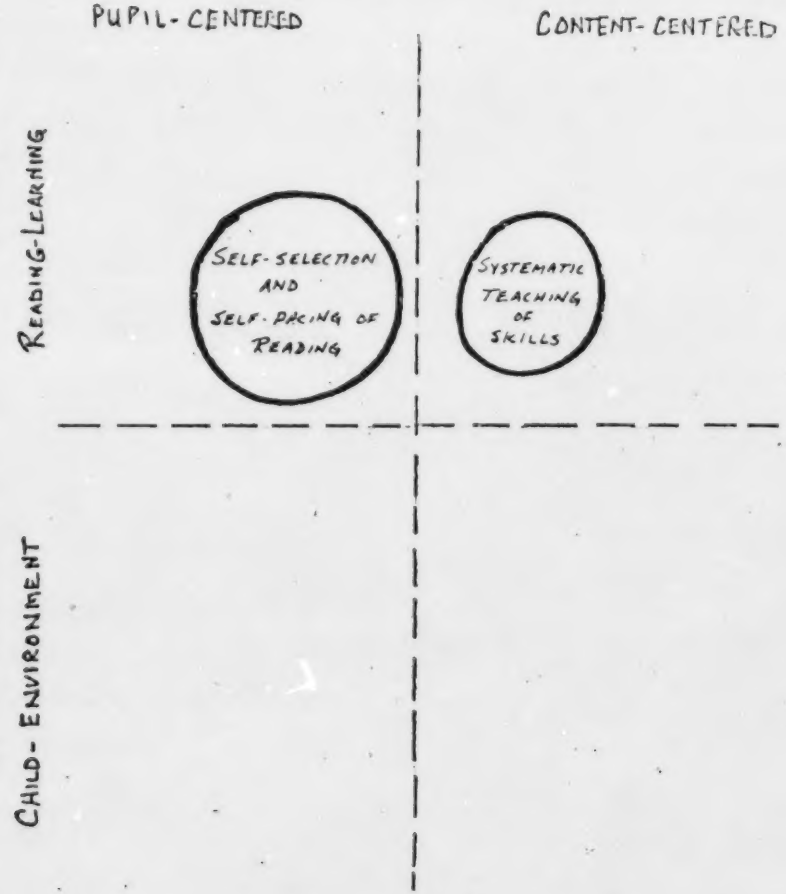

1. affective response to reading/language | observed oral lang. facility | equal combination of all | measures of pupil reading levels | quantitative measures of skill acquisition
Criteria for judging pupil reading progress
2. trade books & real-life materials | reflectn. of nat. lang. patterns &/or child-written mats. | equal combination of all | basal-like materials | highly structured skill emphasis
Criteria used in evaluating/selecting instructional materials
3. interests of children | language patterns/ language maturity of pupils | equal combination of all | instructional reading level | skill needs
Favored criteria used in forming instructional groups
4. self-select and read mats. of interest | use lang. as a communication process | equal combination of all | graded readg. of stories or articles which are graded in difficulty | mastery of specific skills
How instructional time is allocated to various reading activities
5. most able pupils | above average | equal combination of all | average pupils | slow disabled pupils
How instructional time is allocated to pupils of various ability levels
6. syntactic/ semantic | context and letter sound | equal combination of all | visual/graphic cues and sight word recognition | phonics-letter by letter sounding
Favored word recognition prompts and cues
7. critical and creative | inferential | equal combination of all | literal and factual recall | little or no emphasis
Emphasis on comprehension
8. pupils teach themselves | teacher guides and expedites | equal combination of all | teacher assigns materials & helps pupils as they need it | tchr. initiates and controls instruction
Instructional Role Favored by Teacher

Figure 7

TEACHER # 8A

WHAT TEACHER SAYS GUIDES DECISIONS



TEACHER # 8A

OBSERVED TEACHER PRACTICE

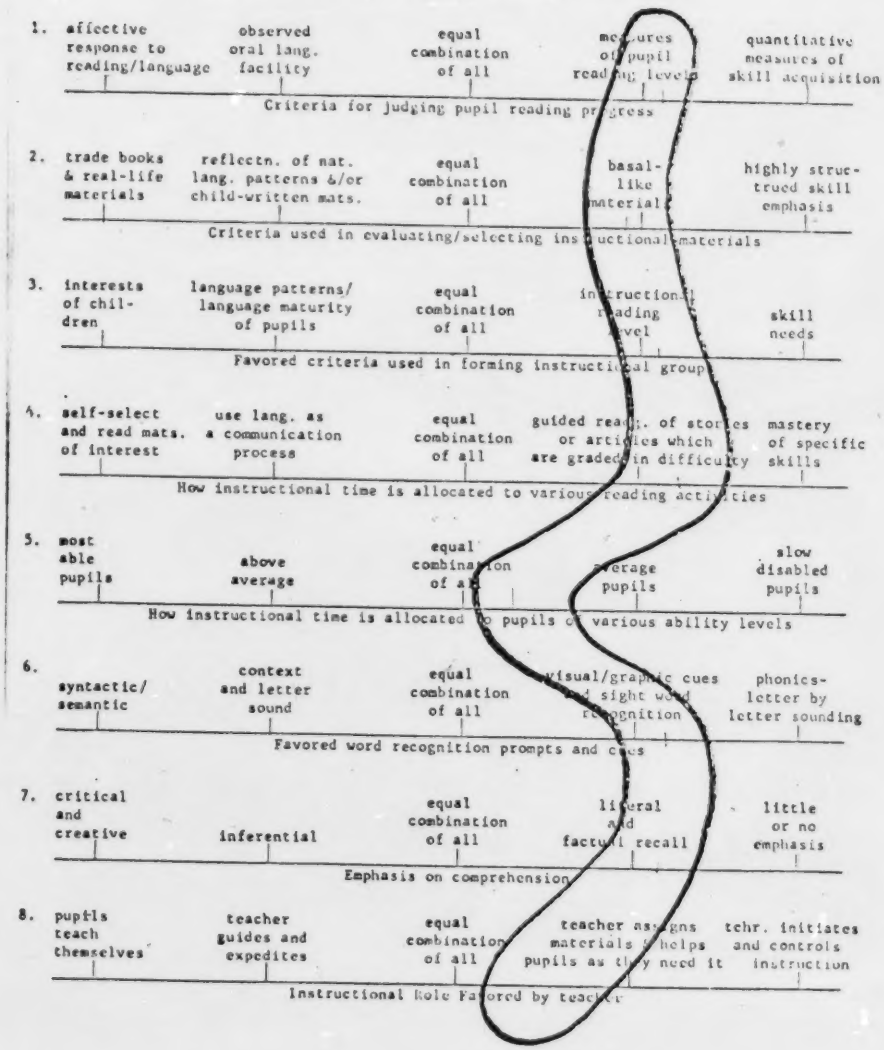
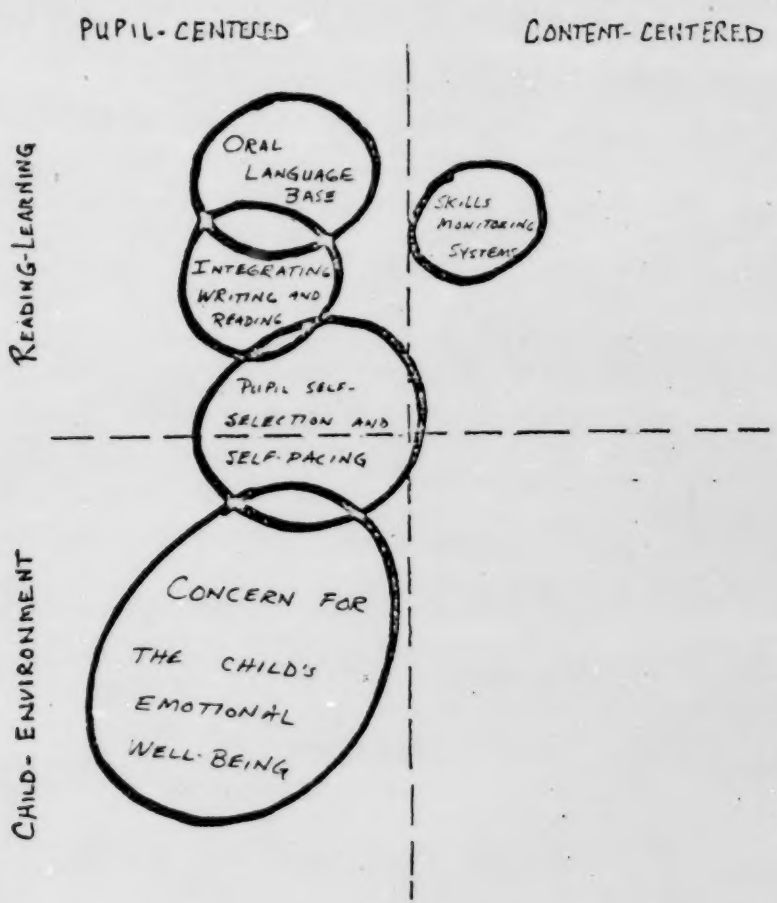

1. affective response to reading/language | observed oral lang. facility | equal combination of all | measures of pupil reading levels | quantitative measures of skill acquisition
Criteria for judging pupil reading progress
2. trade books & real-life materials | reflectn. of nat. lang. patterns &/or child-written mats. | equal combination of all | basal-like material | highly structured skill emphasis
Criteria used in evaluating/selecting instructional materials
3. interests of children | language patterns/ language maturity of pupils | equal combination of all | instructional reading level | skill needs
Favored criteria used in forming instructional groups
4. self-select and read mats. of interest | use lang. as a communication process | equal combination of all | guided reading of stories or articles which are graded in difficulty | mastery of specific skills
How instructional time is allocated to various reading activities
5. most able pupils | above average | equal combination of all | average pupils | slow disabled pupils
How instructional time is allocated to pupils of various ability levels
6. syntactic/ semantic | context and letter sound | equal combination of all | visual/graphic cues and sight word recognition | phonics-letter by letter sounding
Favored word recognition prompts and cues
7. critical and creative | inferential | equal combination of all | literal and factual recall | little or no emphasis
Emphasis on comprehension
8. pupils teach themselves | teacher guides and expedites | equal combination of all | teacher assigns materials & helps pupils as they need it | tchr. initiates and controls instruction
Instructional Role Favored by teacher

Figure 8

TEACHER #9A

WHAT TEACHER SAYS GUIDES DECISIONS



TEACHER #9A

OBSERVED TEACHER PRACTICE

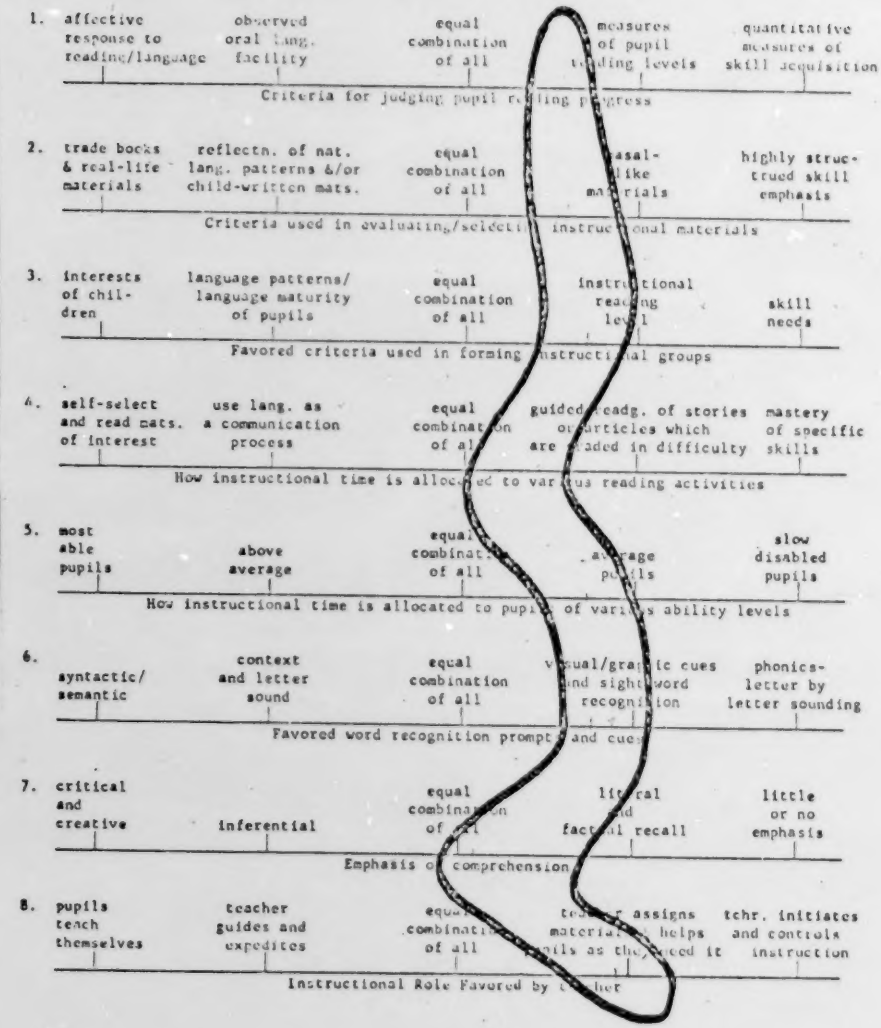
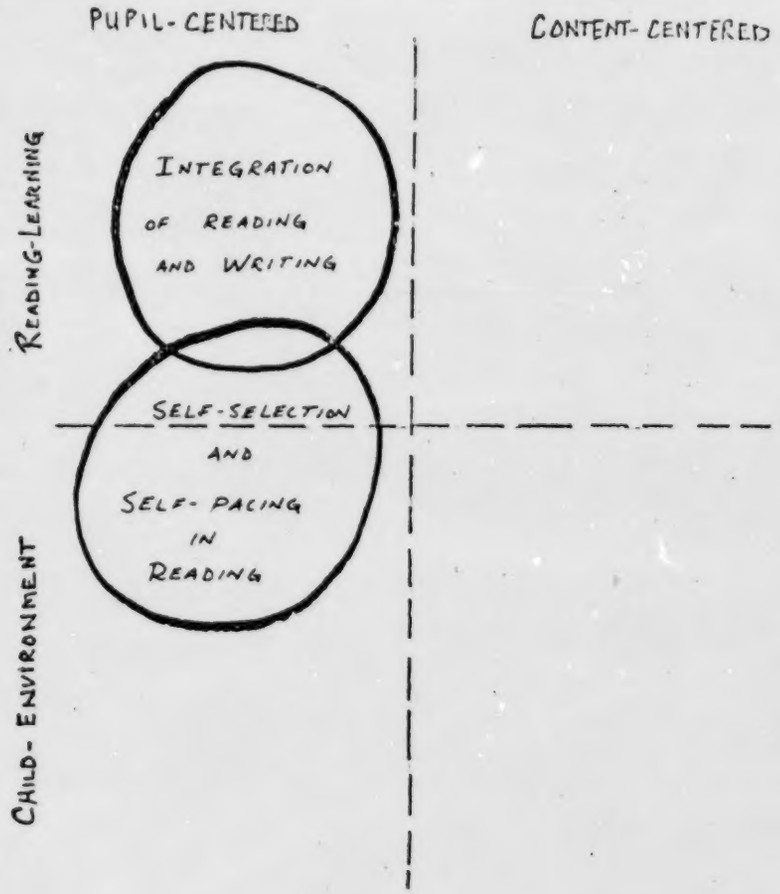

1. affective response to reading/language | observed oral lang. facility | equal combination of all | measures of pupil reading levels | quantitative measures of skill acquisition
Criteria for judging pupil reading progress
2. trade books & real-life materials | reflectn. of nat. lang. patterns &/or child-written mats. | equal combination of all | basal-like materials | highly structured skill emphasis
Criteria used in evaluating/selecting instructional materials
3. interests of children | language patterns/ language maturity of pupils | equal combination of all | instructional reading level | skill needs
Favored criteria used in forming instructional groups
4. self-select and read mats. of interest | use lang. as a communication process | equal combination of all | guided readg. of stories or articles which are graded in difficulty | mastery of specific skills
How instructional time is allocated to various reading activities
5. most able pupils | above average | equal combination of all | average pupils | slow disabled pupils
How instructional time is allocated to pupils of various ability levels
6. syntactic/ semantic | context and letter sound | equal combination of all | visual/graphic cues and sight word recognition | phonics-letter by letter sounding
Favored word recognition prompts and cues
7. critical and creative | inferential | equal combination of all | literal and factual recall | little or no emphasis
Emphasis on comprehension
8. pupils teach themselves | teacher guides and expedites | equal combination of all | teacher assigns materials & helps pupils as they need it | tchr. initiates and controls instruction
Instructional Role Favored by Teacher

Figure 9

TEACHER #10A

WHAT TEACHER SAYS GUIDES DECISIONS



TEACHER #10A

OBSERVED TEACHER PRACTICE

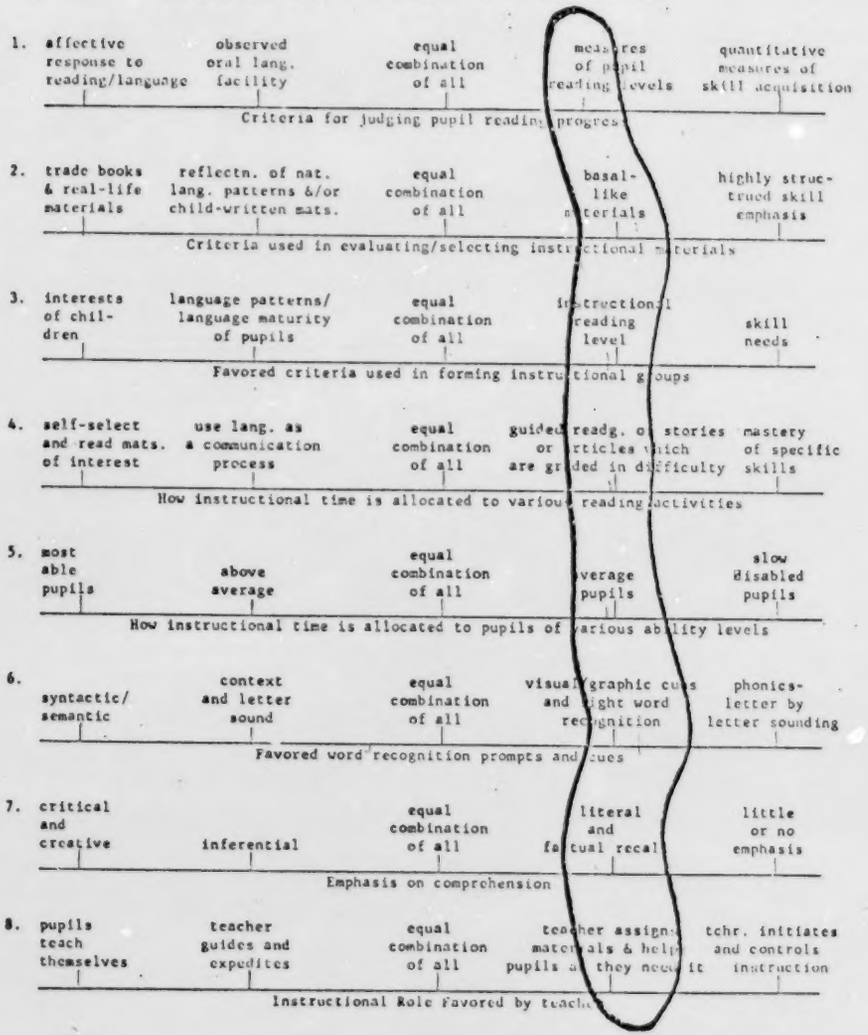
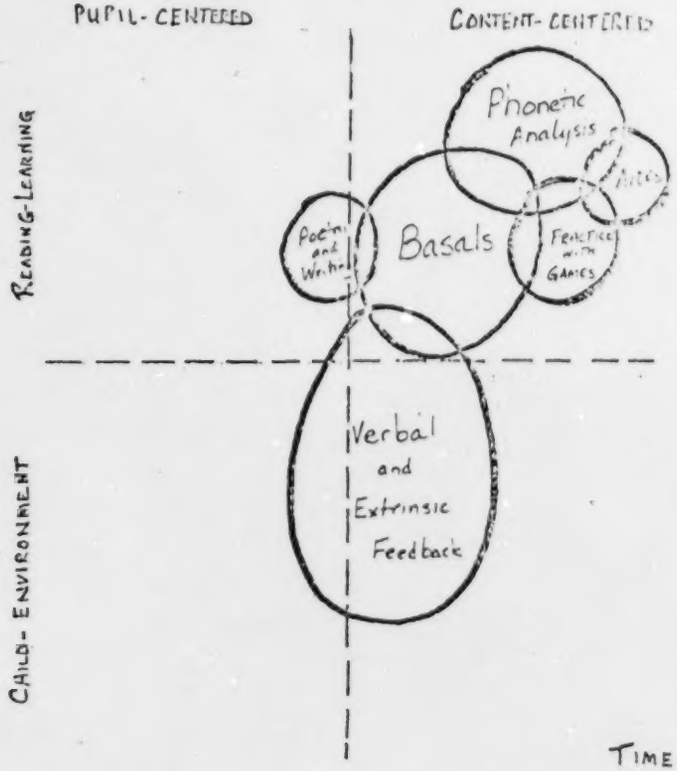

1. affective response to reading/language | observed oral lang. facility | equal combination of all | measures of pupil reading levels | quantitative measures of skill acquisition
Criteria for judging pupil reading progress
2. trade books & real-life materials | reflectn. of nat. lang. patterns &/or child-written mats. | equal combination of all | basal-like materials | highly structured skill emphasis
Criteria used in evaluating/selecting instructional materials
3. interests of children | language patterns/ language maturity of pupils | equal combination of all | instructional reading level | skill needs
Favored criteria used in forming instructional groups
4. self-select and read mats. of interest | use lang. as a communication process | equal combination of all | guided readg. of stories or articles which are graded in difficulty | mastery of specific skills
How instructional time is allocated to various reading activities
5. most able pupils | above average | equal combination of all | average pupils | slow disabled pupils
How instructional time is allocated to pupils of various ability levels
6. syntactic/ semantic | context and letter sound | equal combination of all | visual/graphic cues and sight word recognition | phonics-letter by letter sounding
Favored word recognition prompts and cues
7. critical and creative | inferential | equal combination of all | literal and factual recall | little or no emphasis
Emphasis on comprehension
8. pupils teach themselves | teacher guides and expedites | equal combination of all | teacher assigns materials & helps pupils as they need it | tchr. initiates and controls instruction
Instructional Role Favored by teach

Figure 10

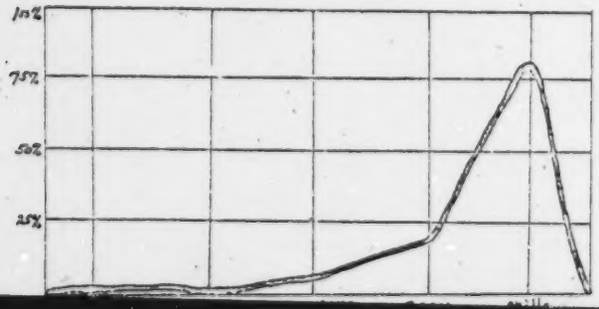
TEACHER # 1B

WHAT TEACHER SAYS GUIDES DECISIONS



TIME DEVOTED TO ACTIVITIES

TEACHER # 1



OBSERVED TEACHER PRACTICE

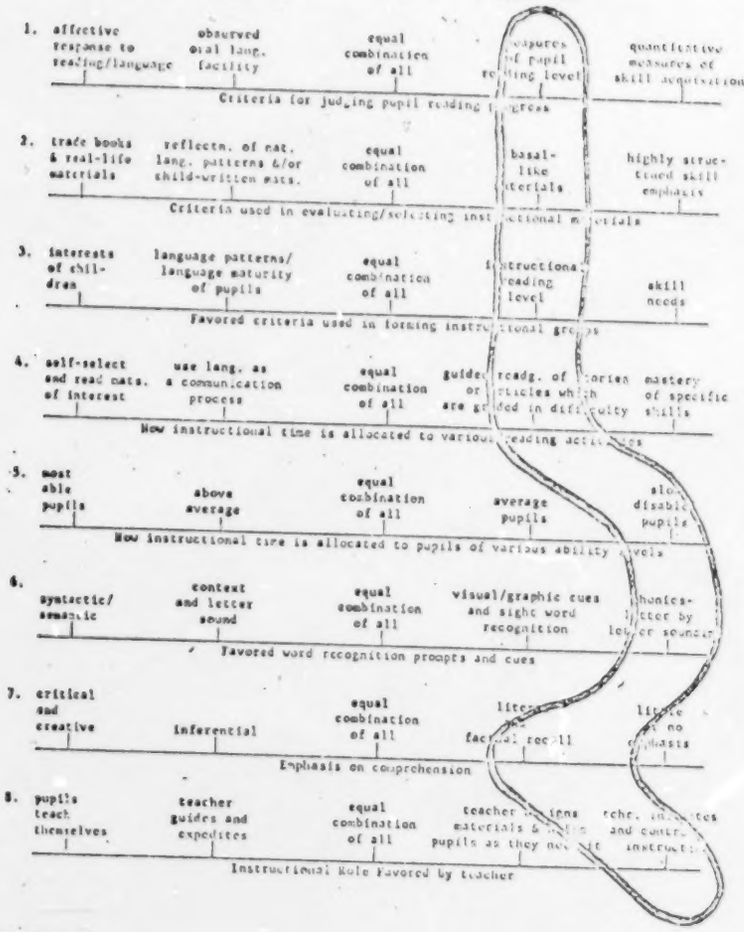
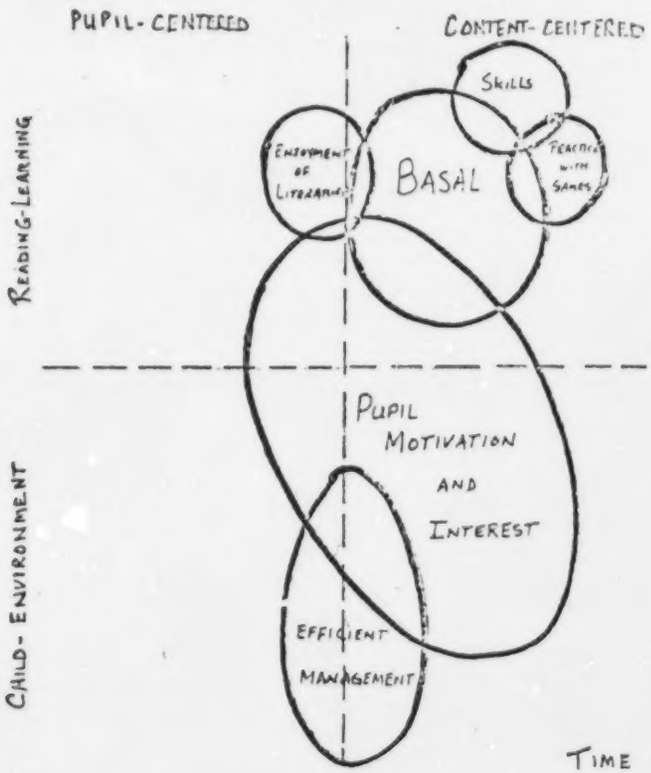

1. affective response to reading/language
observed oral lang. facility
equal combination of all
quantitative measures of skill acquisition
Criteria for judging pupil reading
2. trade books & real-life materials
reflectn. of nat. lang. patterns &/or child-written mats.
equal combination of all
basal-like materials
highly structured skill emphasis
3. interests of children
language patterns/ language maturity of pupils
equal combination of all
instructional reading level
skill needs
4. self-select and read mats. of interest
use lang. as a communication process
equal combination of all
mastery of specific skills
5. most able pupils
above average
equal combination of all
average pupils
6. syntactic/ semantic
context and letter sound
equal combination of all
visual/graphic cues and sight word recognition
7. critical and creative
inferential
equal combination of all
little or no emphasis
Emphasis on comprehension
8. pupils teach themselves
teacher guides and expedites
equal combination of all
Instructional Role Favored by teacher

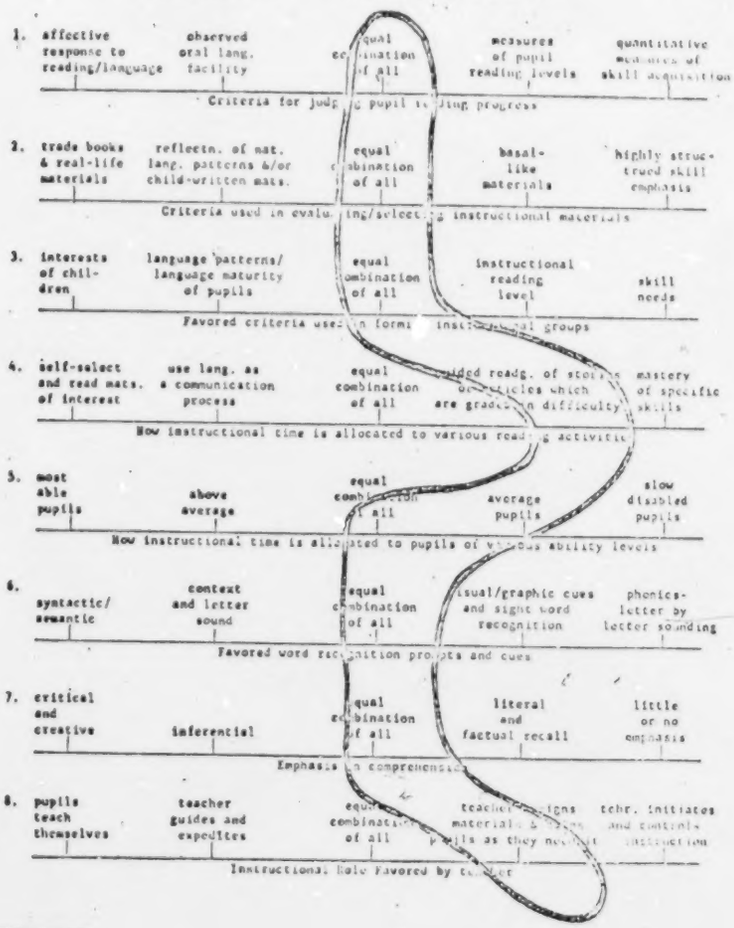
Figure 11

TEACHER #2B

WHAT TEACHER SAYS GUIDES DECISIONS



OBSERVED TEACHER PRACTICE


1. affective response to reading/language
observed oral lang. facility
equal combination of all
measures of pupil reading levels
quantitative measures of skill acquisition
Criteria for judging pupil reading progress
2. trade books & real-life materials
reflectn. of nat. lang. patterns &/or child-written mats.
equal combination of all
basal-like materials
highly structured skill emphasis
Criteria used in evaluating/selecting instructional materials
3. interests of children
language patterns/ language maturity of pupils
equal combination of all
instructional reading level
skill needs
Favored criteria used in forming instructional groups
4. self-select and read mats. of interest
use lang. as a communication process
equal combination of all
guided readg. of stories/articles which are graded in difficulty
mastery of specific skills
How instructional time is allocated to various reading activities
5. most able pupils
above average
equal combination of all
average pupils
slow disabled pupils
How instructional time is allocated to pupils of various ability levels
6. syntactic/ semantic
context and letter sound
equal combination of all
visual/graphic cues and sight word recognition
phonics-letter by letter sounding
Favored word recognition prompts and cues
7. critical and creative
inferential
equal combination of all
literal and factual recall
little or no emphasis
Emphasis in comprehension
8. pupils teach themselves
teacher guides and expedites
equal combination of all
teacher assigns materials & skills as they need it
tchr. initiates and controls instruction
Instructional Role Favored by Teacher

TIME DEVOTED TO ACTIVITIES

TEACHER #2 iL

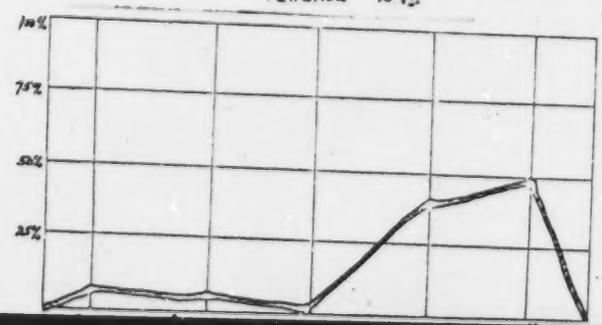
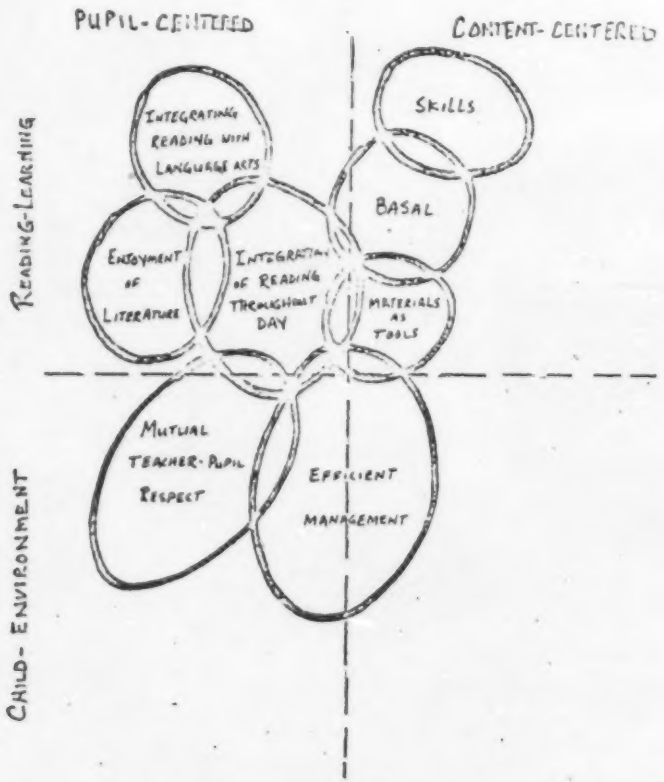


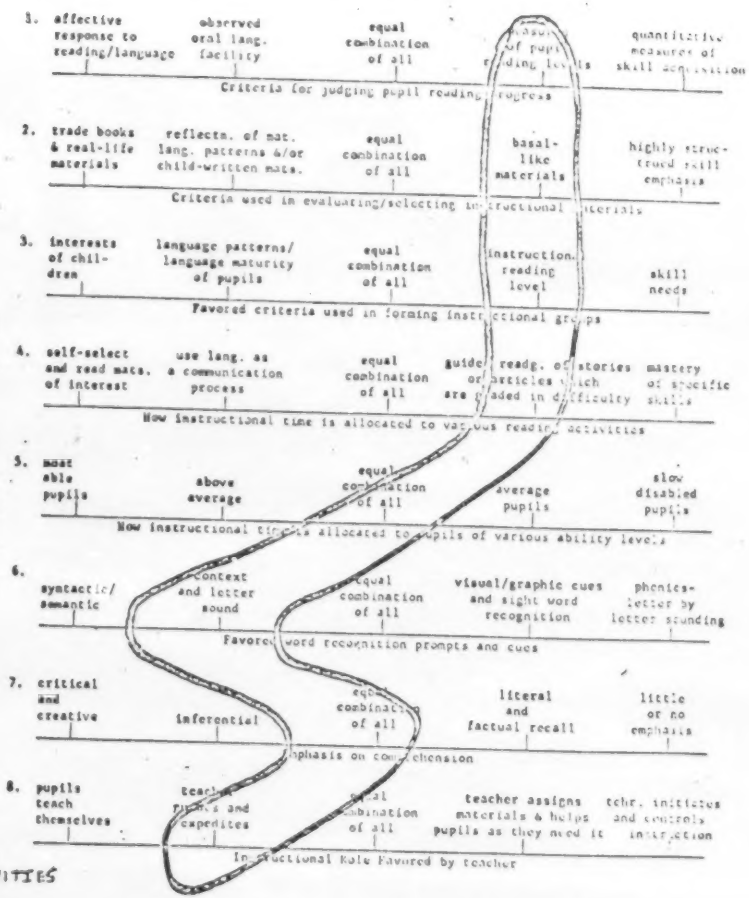
Figure 12

TEACHER #3b

WHAT TEACHER SAYS GUIDES DECISIONS



OBSERVED TEACHER PRACTICE


1. affective response to reading/language
observed oral lang. facility
equal combination of all
quantitative measures of skill acquisition
Criteria for judging pupil reading progress
2. trade books & real-life materials
reflects. of nat. lang. patterns &/or child-written mats.
equal combination of all
basal-like materials
highly structured skill emphasis
Criteria used in evaluating/selecting instructional materials
3. interests of children
language patterns/ language maturity of pupils
equal combination of all
instruction. reading level
skill needs
Favored criteria used in forming instructional groups
4. self-select and read mats. of interest
use lang. as a communication process
equal combination of all
guided readg. of stories or articles which are graded in difficulty
mastery of specific skills
How instructional time is allocated to various reading activities
5. most able pupils
above average
equal combination of all
average pupils
slow disabled pupils
How instructional time is allocated to pupils of various ability levels
6. syntactic/ semantic
context and letter sound
equal combination of all
visual/graphic cues and sight word recognition
phonics-letter by letter sounding
Favored word recognition prompts and cues
7. critical and creative
inferential
equal combination of all
literal and factual recall
little or no emphasis
Emphasis on comprehension
8. pupils teach themselves
teacher directs and expedites
equal combination of all
teacher assigns materials & helps pupils as they need it
tchr. initiates and controls instruction
Instructional Role Favored by teacher

TIME DEVOTED TO ACTIVITIES

TEACHER #3b

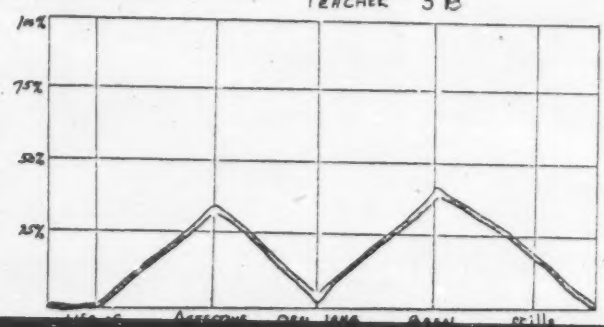
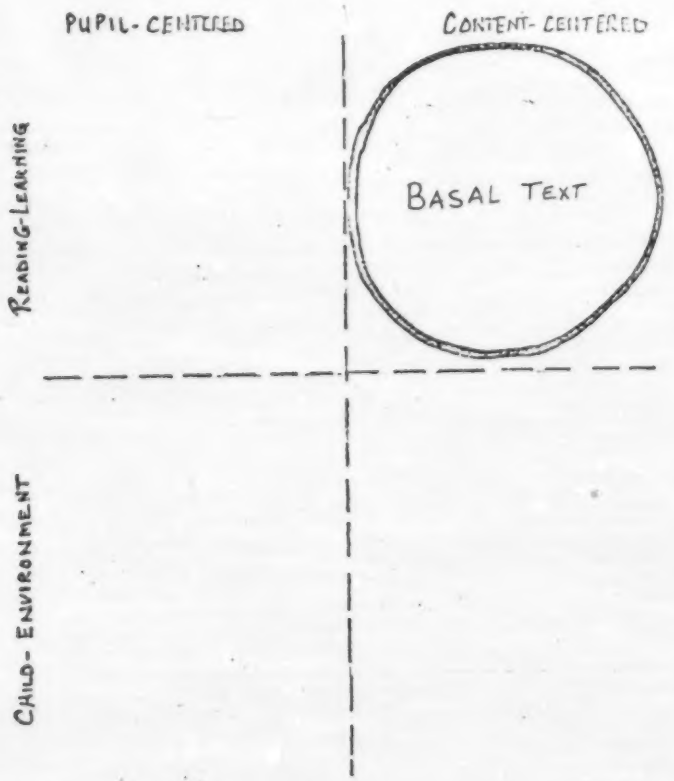


Figure 13

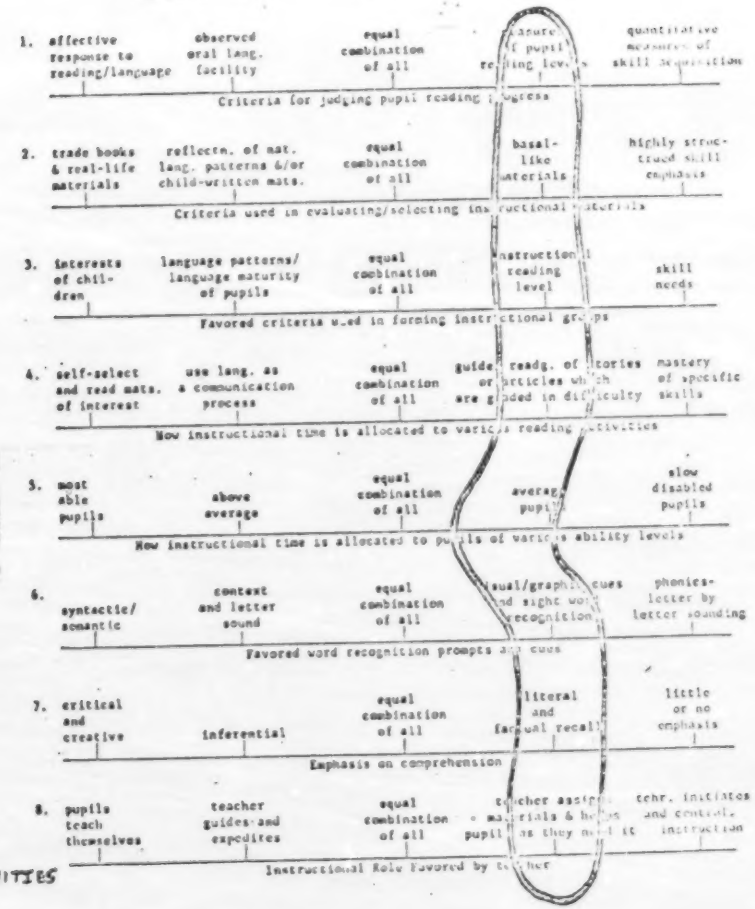
TEACHER #42

WHAT TEACHER SAYS GUIDES DECISIONS



TEACHER #43

OBSERVED TEACHER PRACTICE


1. affective response to reading/language
observed oral lang. facility
equal combination of all
quantitative measures of skill acquisition
Criteria for judging pupil reading progress
2. trade books & real-life materials
reflectn. of nat. lang. patterns &/or child-written mats.
equal combination of all
basal-like materials
highly structured skill emphasis
Criteria used in evaluating/selecting instructional materials
3. interests of children
language patterns/ language maturity of pupils
equal combination of all
instructional reading level
skill needs
Favored criteria used in forming instructional groups
4. self-select and read mats. of interest
use lang. as a communication process
equal combination of all
guided readg. of articles which are graded in difficulty
mastery of specific skills
How instructional time is allocated to various reading activities
5. most able pupils
above average
equal combination of all
average pupils
slow disabled pupils
How instructional time is allocated to pupils of various ability levels
6. syntactic/ semantic
context and letter sound
equal combination of all
visual/graphic cues and sight word recognition
phonics-letter by letter sounding
Favored word recognition prompts and cues
7. critical and creative
inferential
equal combination of all
literal and factual recall
little or no emphasis
Emphasis on comprehension
8. pupils teach themselves
teacher guides and expedites
equal combination of all
teacher assigns materials & helps pupils as they need it
tchr. initiates and controls instruction
Instructional Role Favored by Teacher

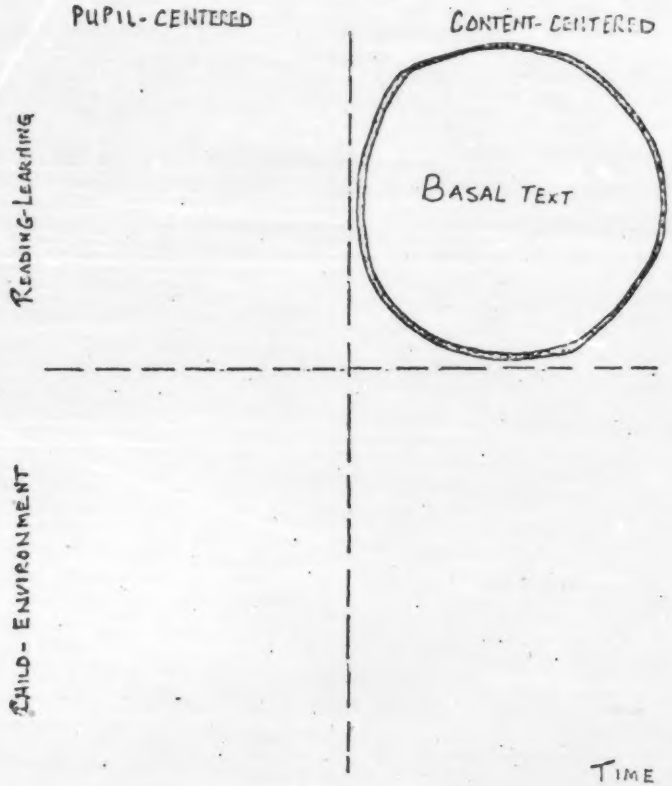
TIME DEVOTED TO ACTIVITIES

TEACHER #42

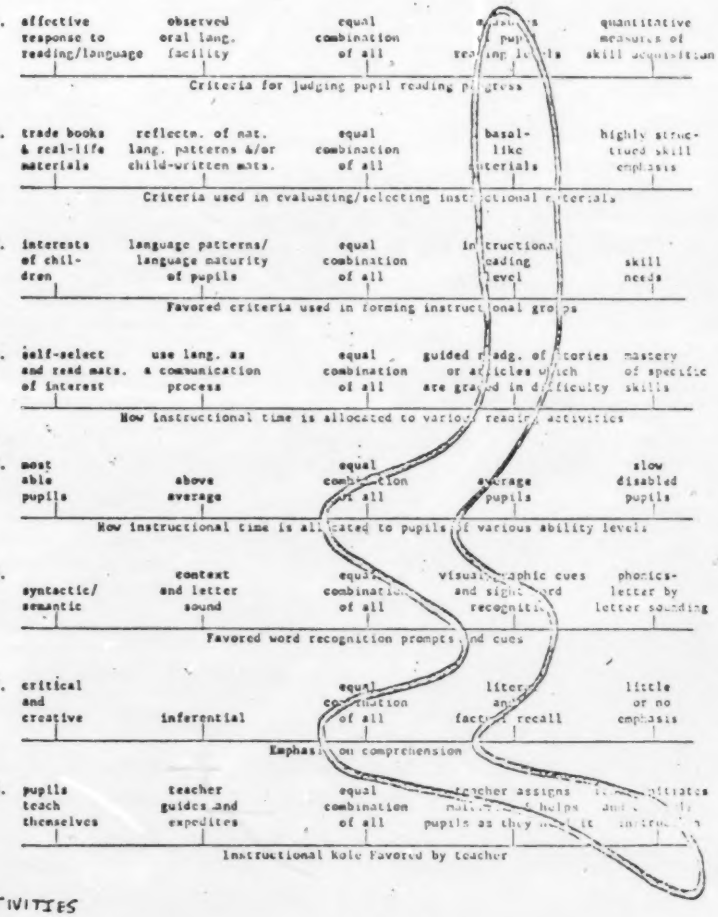
Figure 14

TEACHER #5B

WHAT TEACHER SAYS GUIDES DECISIONS



OBSERVED TEACHER PRACTICE


1. affective response to reading/language | observed oral lang. facility | equal combination of all | [illegible] pupil reading levels | quantitative measures of skill acquisition
Criteria for judging pupil reading progress
2. trade books & real-life materials | reflects. of nat. lang. patterns &/or child-written mats. | equal combination of all | basal-like materials | highly structured skill emphasis
Criteria used in evaluating/selecting instructional materials
3. interests of children | language patterns/ language maturity of pupils | equal combination of all | instructional reading level | skill needs
Favored criteria used in forming instructional groups
4. self-select and read mats. of interest | use lang. as a communication process | equal combination of all | guided readg. of stories or articles which are graded in difficulty | mastery of specific skills
How instructional time is allocated to various reading activities
5. most able pupils | above average | equal combination of all | average pupils | slow disabled pupils
How instructional time is allocated to pupils of various ability levels
6. syntactic/ semantic | context and letter sound | equal combination of all | visual/graphic cues and sight word recognition | phonics-letter by letter sounding
Favored word recognition prompts and cues
7. critical and creative | inferential | equal combination of all | literal and factual recall | little or no emphasis
Emphasis on comprehension
8. pupils teach themselves | teacher guides and expedites | equal combination of all | teacher assigns [illegible] helps and [illegible] pupils as they need it | [illegible]
Instructional Role Favored by teacher

TIME DEVOTED TO ACTIVITIES

TEACHER #5B

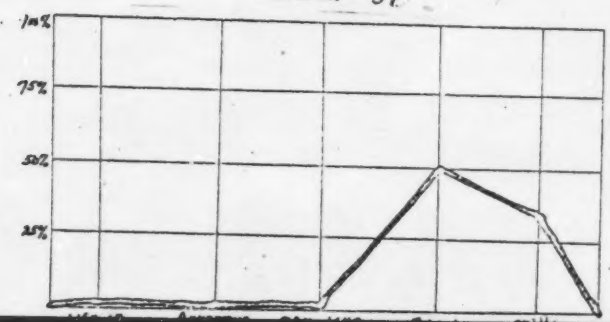
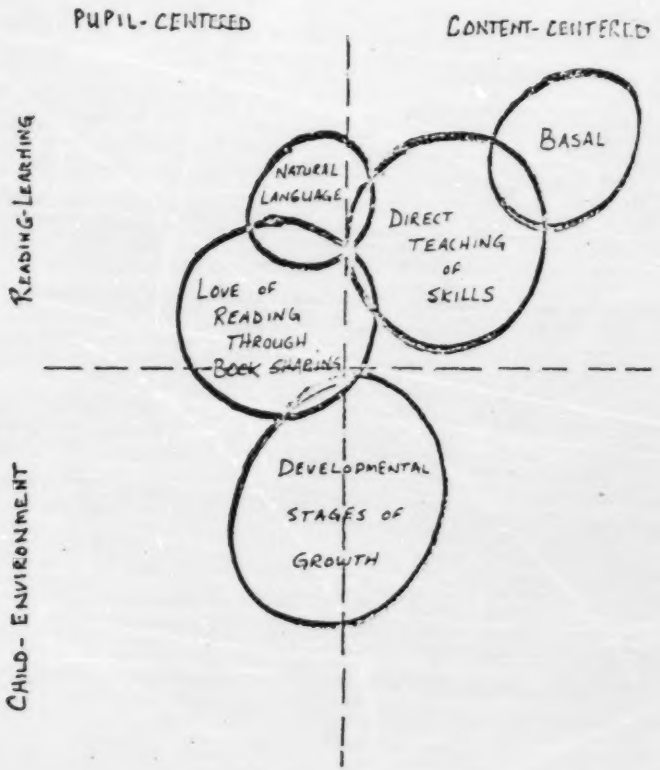


Figure 15

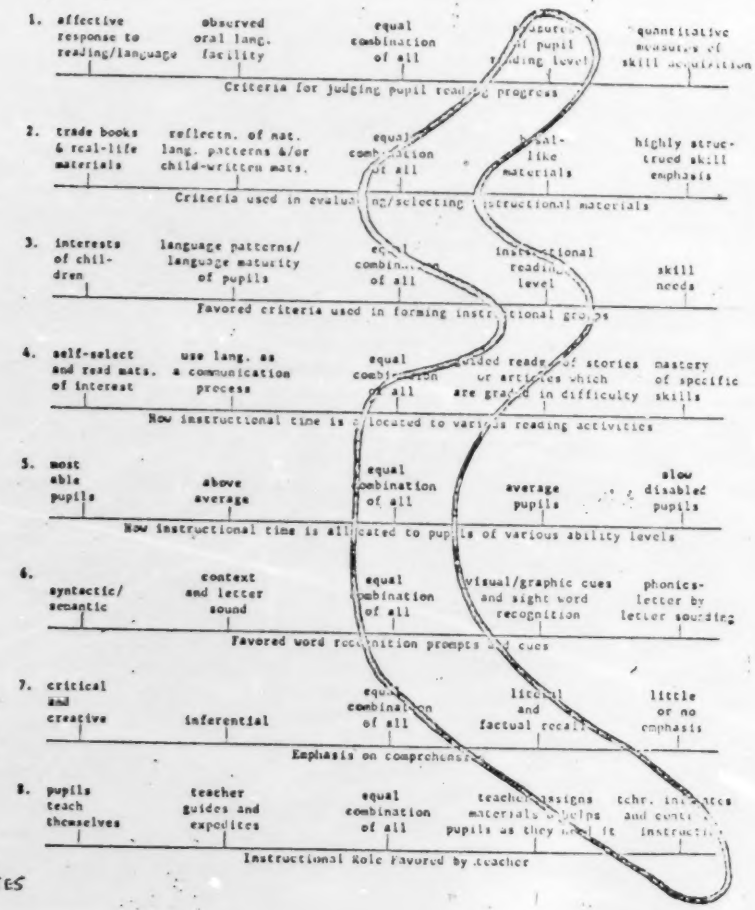
TEACHER #6B

WHAT TEACHER SAYS GUIDES DECISIONS



TEACHER #6B

OBSERVED TEACHER PRACTICE


1. affective response to reading/language
observed oral lang. facility
equal combination of all
quantitative measures of skill acquisition
Criteria for judging pupil reading progress
2. trade books & real-life materials
reflectn. of nat. lang. patterns &/or child-written mats.
basal-like materials
highly structured skill emphasis
Criteria used in evaluating/selecting instructional materials
3. interests of children
language patterns/ language maturity of pupils
equal combination of all
instructional reading level
skill needs
Favored criteria used in forming instructional groups
4. self-select and read mats. of interest
use lang. as a communication process
equal combination of all
graded stories or articles which are graded in difficulty
mastery of specific skills
How instructional time is allocated to various reading activities
5. most able pupils
above average
equal combination of all
average pupils
slow disabled pupils
How instructional time is allocated to pupils of various ability levels
6. syntactic/ semantic
context and letter sound
equal combination of all
visual/graphic cues and sight word recognition
phonics-letter by letter sounding
Favored word recognition prompts and cues
7. critical and creative
inferential
equal combination of all
literal and factual recall
little or no emphasis
Emphasis on comprehension
8. pupils teach themselves
teacher guides and expedites
equal combination of all
teacher assigns materials & helps pupils as they need it
tchr. instructs and controls instruction
Instructional Role Favored by Teacher

TIME DEVOTED TO ACTIVITIES

TEACHER #6B

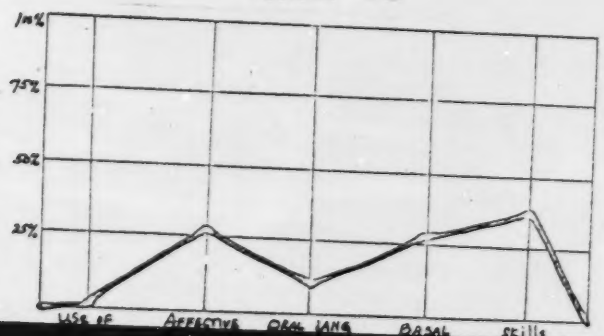
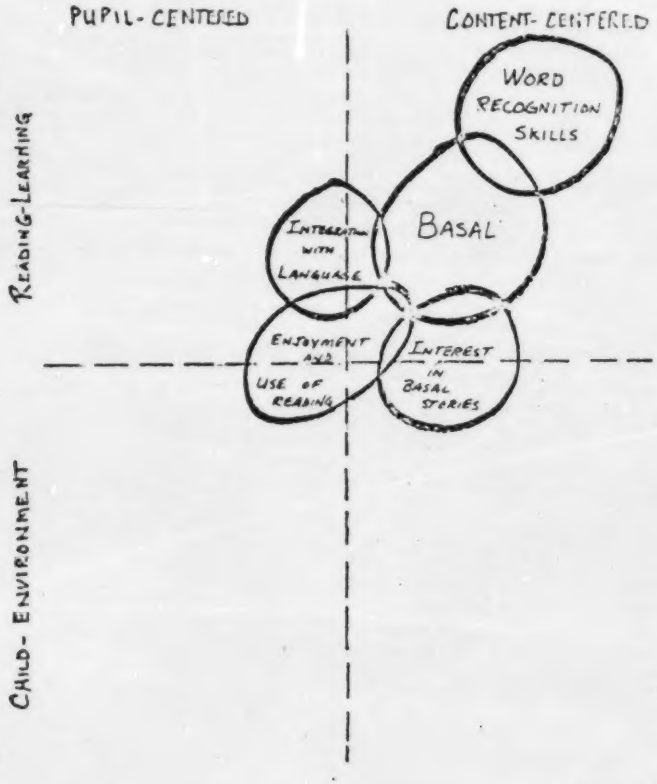


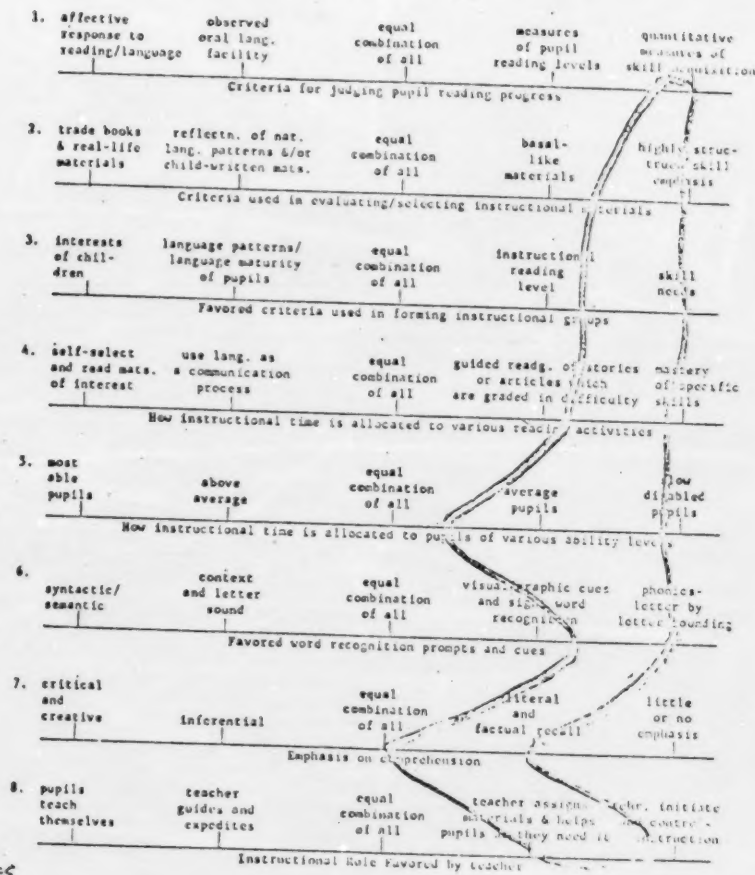
Figure 16

TEACHER # 7B

WHAT TEACHER SAYS GUIDES DECISIONS



OBSERVED TEACHER PRACTICE


1. affective response to reading/language
observed oral lang. facility
equal combination of all
measures of pupil reading levels
quantitative measures of skill acquisition
Criteria for judging pupil reading progress
2. trade books & real-life materials
reflectn. of nat. lang. patterns &/or child-written mats.
equal combination of all
basal-like materials
highly struc- tured skill emphasis
Criteria used in evaluating/selecting instructional materials
3. interests of chil- dren
language patterns/ language maturity of pupils
equal combination of all
instructional reading level
skill needs
Favored criteria used in forming instructional groups
4. self-select and read mats. of interest
use lang. as a communication process
equal combination of all
guided readg. of stories or articles which are graded in difficulty
mastery of specific skills
How instructional time is allocated to various reading activities
5. most able pupils
above average
equal combination of all
average pupils
low disabled pupils
How instructional time is allocated to pupils of various ability levels
6. syntactic/ semantic
context and letter sound
equal combination of all
visual/graphic cues and sight word recognition
phonics- letter by letter sounding
Favored word recognition prompts and cues
7. critical and creative
inferential
equal combination of all
literal and factual recall
little or no emphasis
Emphasis on comprehension
8. pupils teach themselves
teacher guides and expedites
equal combination of all
teacher assigns materials & helps pupils as they need it
teacher initiates and controls instruction
Instructional Role Favored by teacher

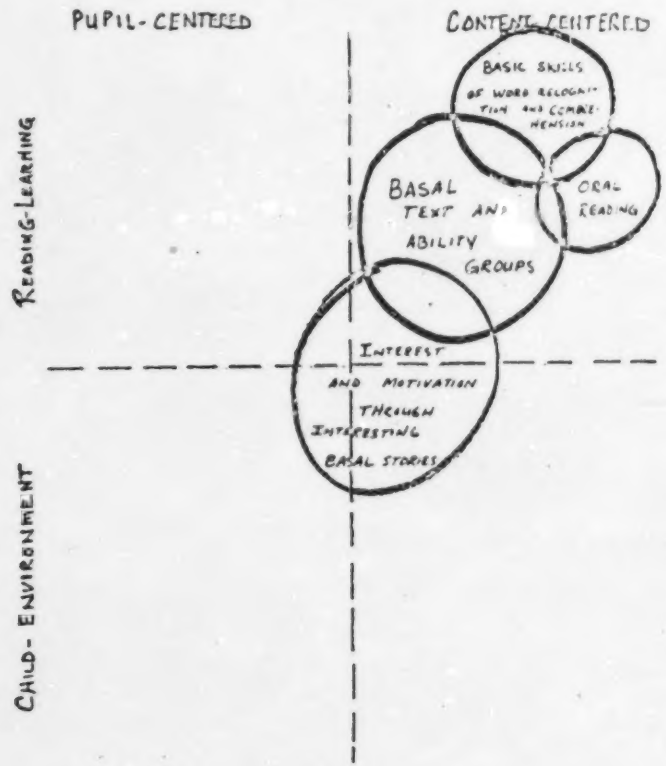
TIME DEVOTED TO ACTIVITIES

TEACHER # 7E

Figure 17

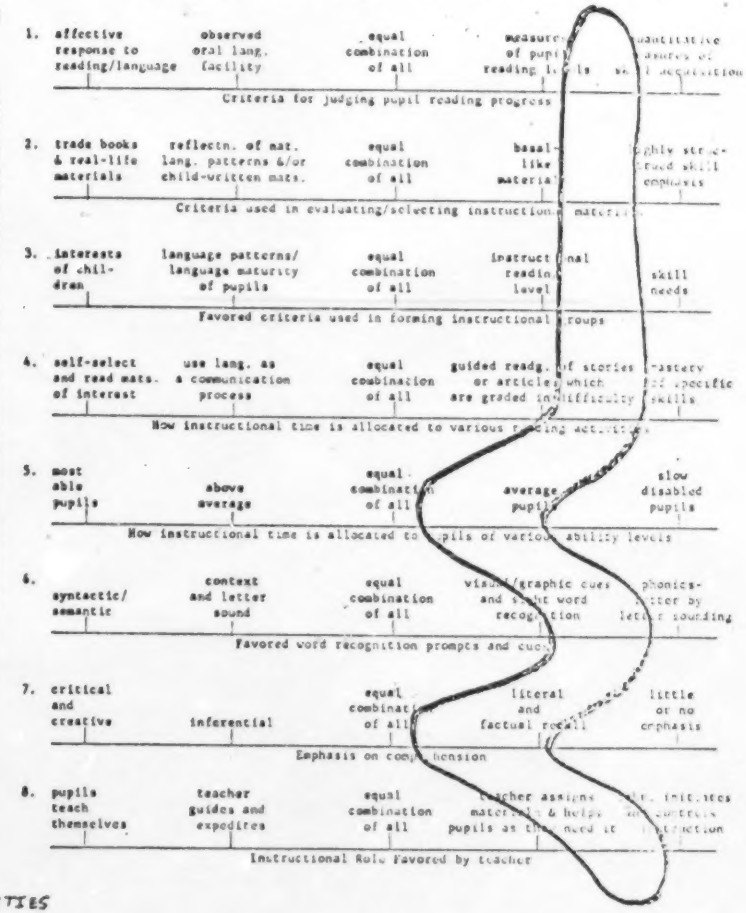
TEACHER # 8A

WHAT TEACHER SAYS GUIDES DECISIONS



TEACHER # 8A

OBSERVED TEACHER PRACTICE


1. affective response to reading/language
observed oral lang. facility
equal combination of all
Criteria for judging pupil reading progress
2. trade books & real-life materials
reflectn. of nat. lang. patterns &/or child-written mats.
equal combination of all
basal-like materia
Criteria used in evaluating/selecting instruction
3. interests of children
language patterns/ language maturity of pupils
equal combination of all
instruct readin level
skill needs
Favored criteria used in forming instructional groups
4. self-select and read mats. of interest
use lang. as a communication process
equal combination of all
guided readg. or articles are graded in difficulty
How instructional time is allocated to various
5. most able pupils
above average
equal combinat of all
average pupils
slow disabled pupils
How instructional time is allocated to pils of vario ability levels
6. syntactic/ semantic
context and letter sound
equal combination of all
visual/graphic cues and sight word recog tion
phonics- letter by letter sounding
Favored word recognition prompts and cue
7. critical and creative
inferential
equal combinat of all
literal and factual recall
little or no emphasis
Emphasis on comp hension
8. pupils teach themselves
teacher guides and expedites
equal combination of all
teacher assigns materials & helps pupils as they need it
Instructional Role Favored by teacher

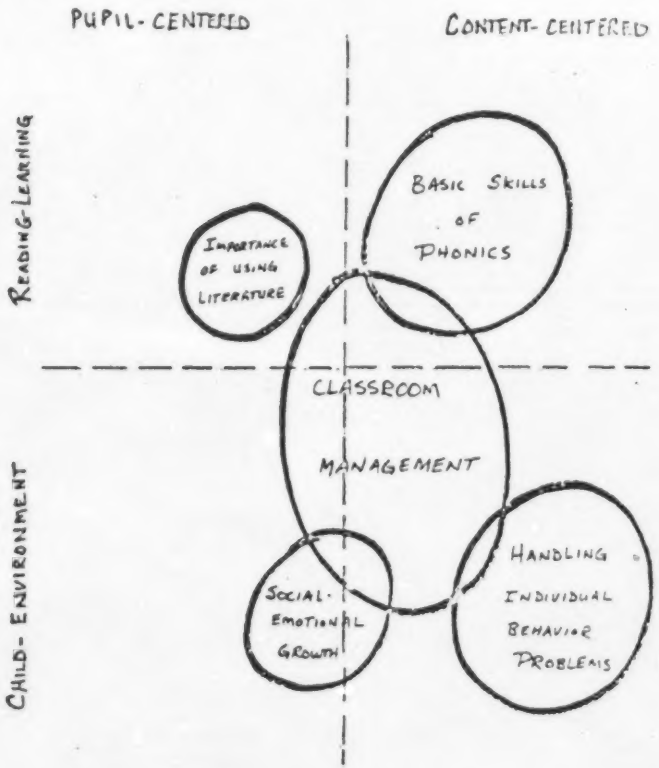
TIME DEVOTED TO ACTIVITIES

TEACHER # 8B

Figure 18

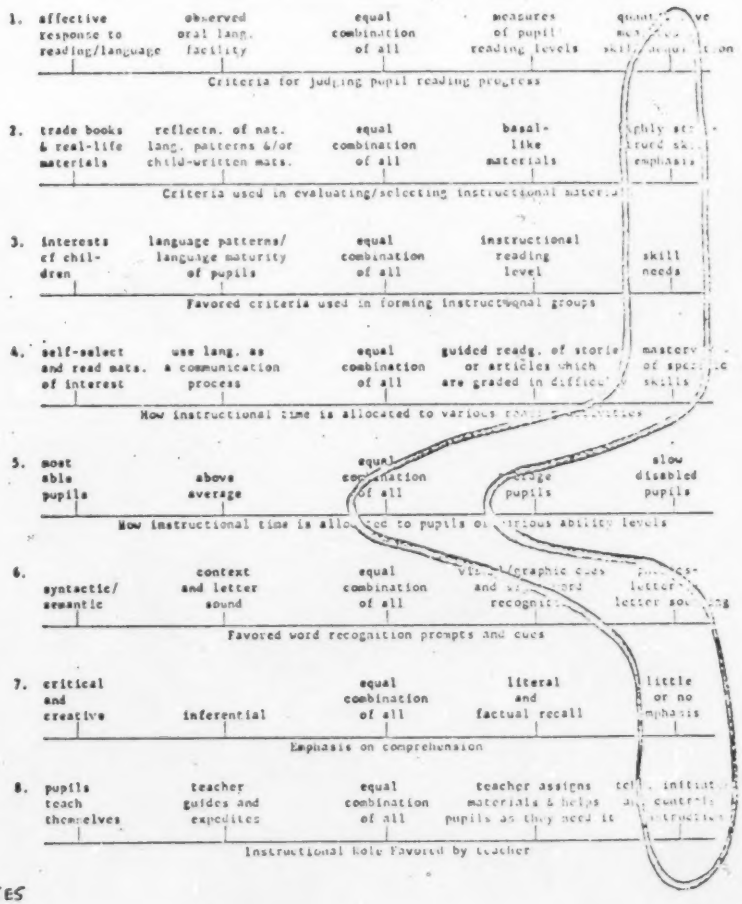
TEACHER #9E

WHAT TEACHER SAYS GUIDES DECISIONS



TEACHER #9E

OBSERVED TEACHER PRACTICE


1. affective response to reading/language | observed oral lang. facility | equal combination of all | measures of pupil reading levels
Criteria for judging pupil reading progress
2. trade books & real-life materials | reflectn. of nat. lang. patterns &/or child-written mats. | equal combination of all | basal-like materials
Criteria used in evaluating/selecting instructional materials
3. interests of children | language patterns/ language maturity of pupils | equal combination of all | instructional reading level | skill needs
Favored criteria used in forming instructional groups
4. self-select and read mats. of interest | use lang. as a communication process | equal combination of all | guided readg. of stories or articles which are graded in difficulty
How instructional time is allocated to various reading activities
5. most able pupils | above average | equal combination of all | slow disabled pupils
How instructional time is allocated to pupils of various ability levels
6. syntactic/ semantic | context and letter sound | equal combination of all
Favored word recognition prompts and cues
7. critical and creative | inferential | equal combination of all | literal and factual recall | little or no emphasis
Emphasis on comprehension
8. pupils teach themselves | teacher guides and expedites | equal combination of all | teacher assigns materials & helps pupils as they need it
Instructional Role Favored by Teacher

TIME DEVOTED TO ACTIVITIES

TEACHER #9E

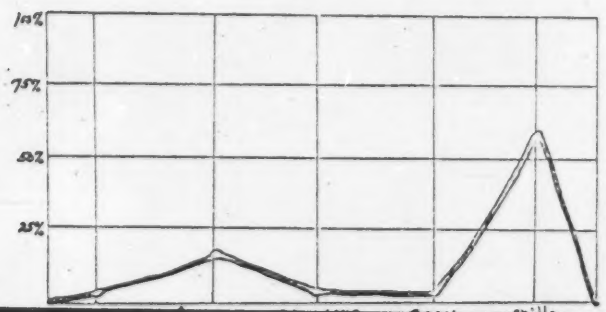
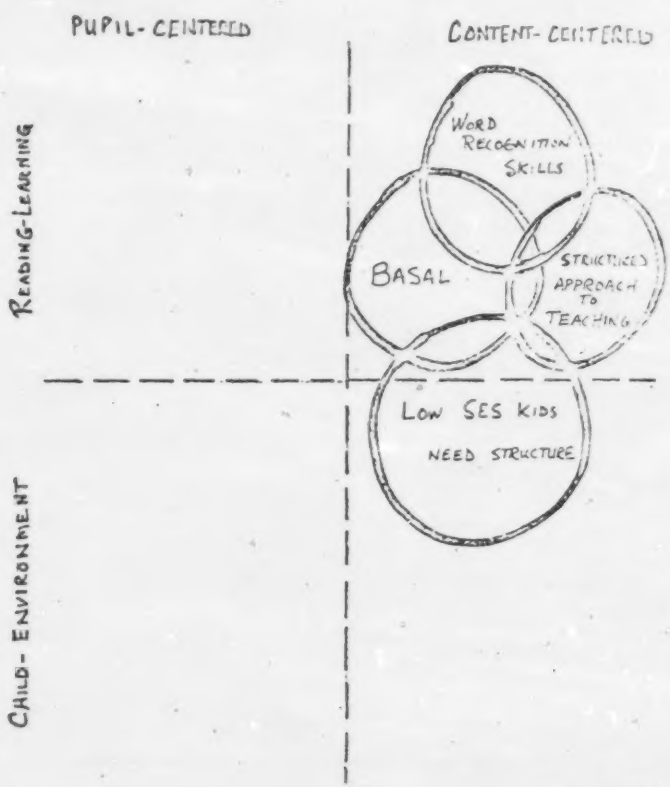


Figure 19

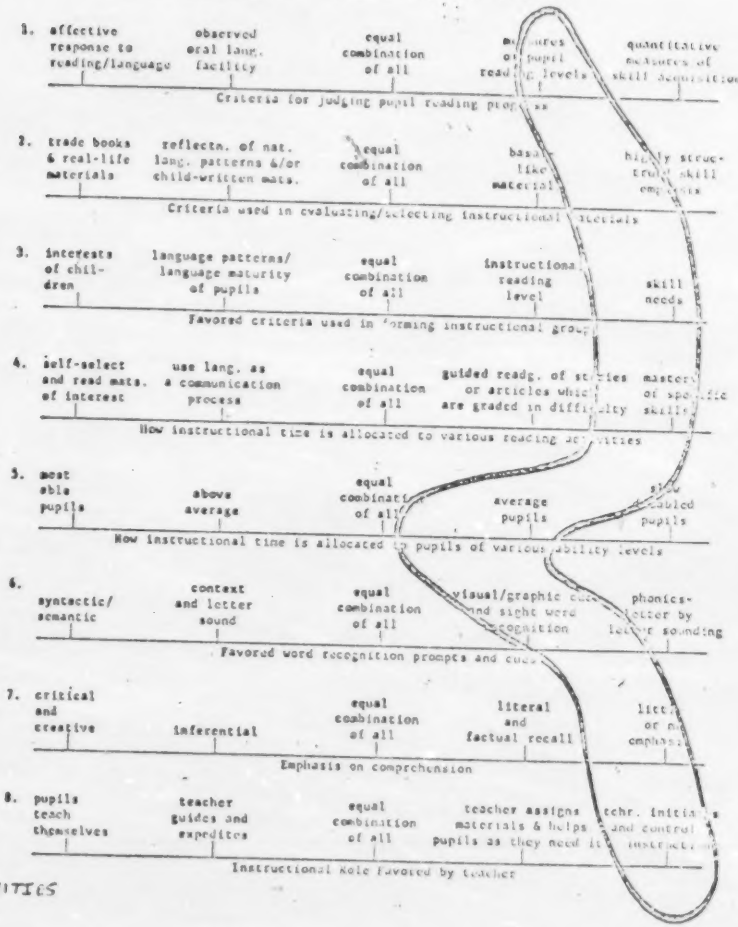
TEACHER #10a

WHAT TEACHER SAYS GUIDES DECISIONS



TEACHER #10b

OBSERVED TEACHER PRACTICE


1. affective response to reading/language
observed oral lang. facility
equal combination of all
quantitative measures of skill acquisition
Criteria for judging pupil reading progress
2. trade books & real-life materials
reflectn. of nat. lang. patterns &/or child-written mats.
equal combination of all
basal like material
highly structured skill emphasis
Criteria used in evaluating/selecting instructional materials
3. interests of children
language patterns/ language maturity of pupils
equal combination of all
instructional reading level
skill needs
Favored criteria used in forming instructional groups
4. self-select and read mats. of interest
use lang. as a communication process
equal combination of all
guided readg. of stories or articles which are graded in difficulty
mastery of specific skills
How instructional time is allocated to various reading activities
5. most able pupils
above average
equal combination of all
average pupils
slow pupils
How instructional time is allocated to pupils of various ability levels
6.
syntactic/ semantic
context and letter sound
equal combination of all
visual/graphic cues and sight word recognition
phonics-letter by letter sounding
Favored word recognition prompts and cues
7. critical and creative
inferential
equal combination of all
literal and factual recall
little or no emphasis
Emphasis on comprehension
8. pupils teach themselves
teacher guides and expedites
equal combination of all
teacher assigns materials & helps pupils as they need it
tchr. initiates and controls instruct.
Instructional role favored by teacher

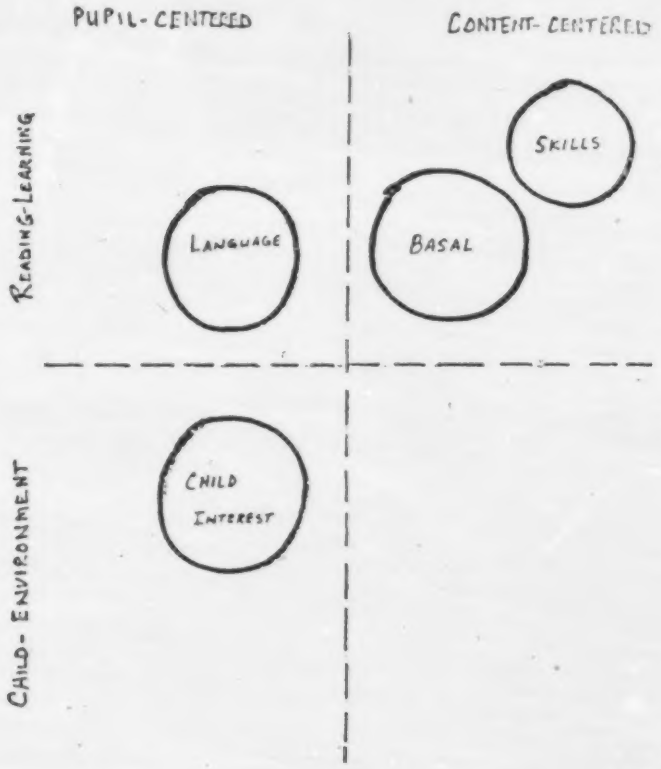
TIME DEVOTED TO ACTIVITIES

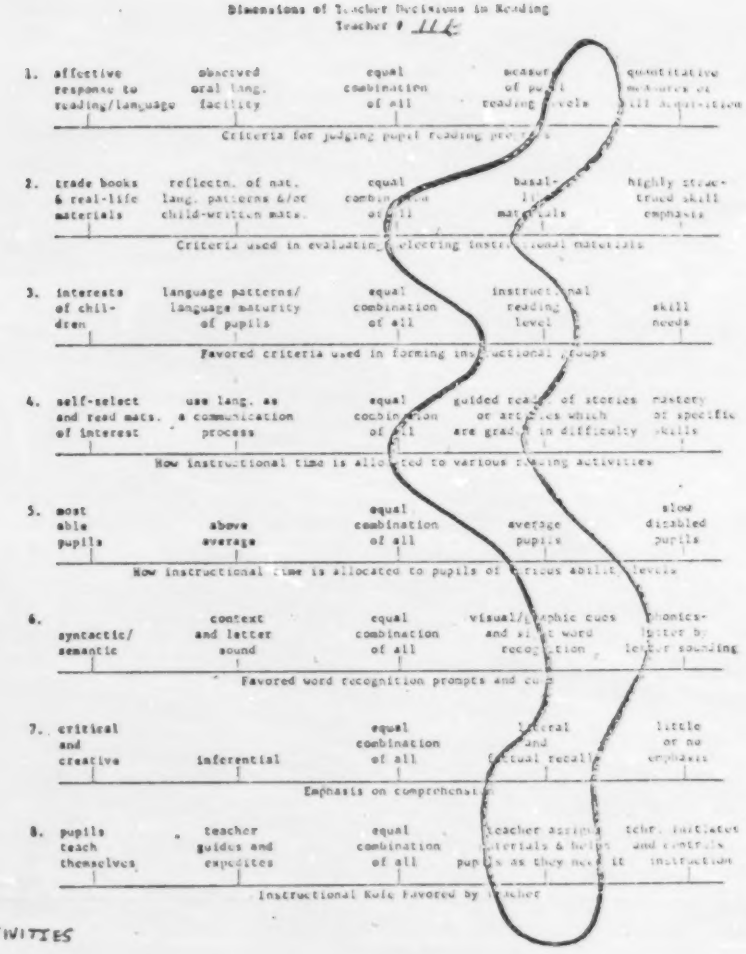
TEACHER #10c

Figure 20

TEACHER #11B

WHAT TEACHER SAYS GUIDES DECISIONS




Dimensions of Teacher Decisions in Reading
Teacher # 11C
1. affective response to reading/language | objected oral lang. facility | equal combination of all | measure of pupil reading levels | quantitative measures of skill acquisition
Criteria for judging pupil reading progress
2. trade books & real-life materials | reflectn. of nat. lang. patterns &/or child-written mats. | equal combination of all | basal-[illegible] materials | highly structured skill emphasis
Criteria used in evaluating & selecting instructional materials
3. interests of children | language patterns/ language maturity of pupils | equal combination of all | instructional reading level | skill needs
Favored criteria used in forming instructional groups
4. self-select and read mats. of interest | use lang. as a communication process | equal combination of all | guided reading of stories or articles which are graded in difficulty | mastery of specific skills
How instructional time is allocated to various reading activities
5. most able pupils | above average | equal combination of all | average pupils | slow disabled pupils
How instructional time is allocated to pupils of various ability levels
6. syntactic/ semantic | context and letter sound | equal combination of all | visual/[illegible]graphic cues and sight word recognition | phonics-[illegible]ipter by letter sounding
Favored word recognition prompts and cues
7. critical and creative | inferential | equal combination of all | literal and factual recall | little or no emphasis
Emphasis on comprehension
8. pupils teach themselves | teacher guides and expedites | equal combination of all | teacher assigns materials & helps pupils as they need it | tchr. initiates and controls instruction
Instructional Role Favored by Teacher

TIME DEVOTED TO ACTIVITIES

TEACHER #11A

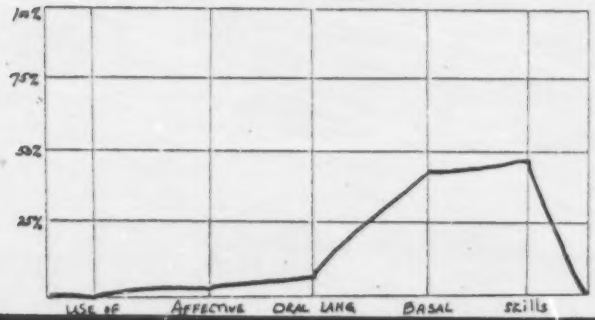
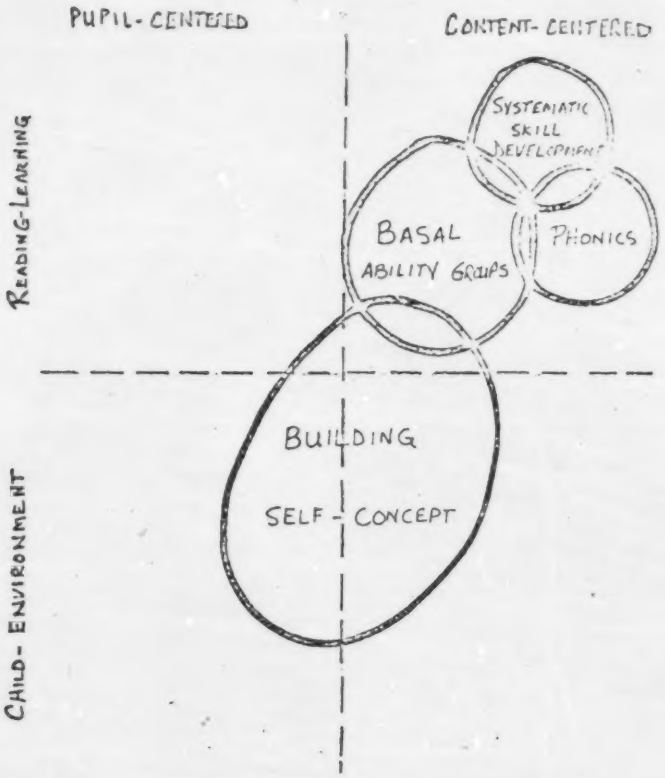


Figure 21

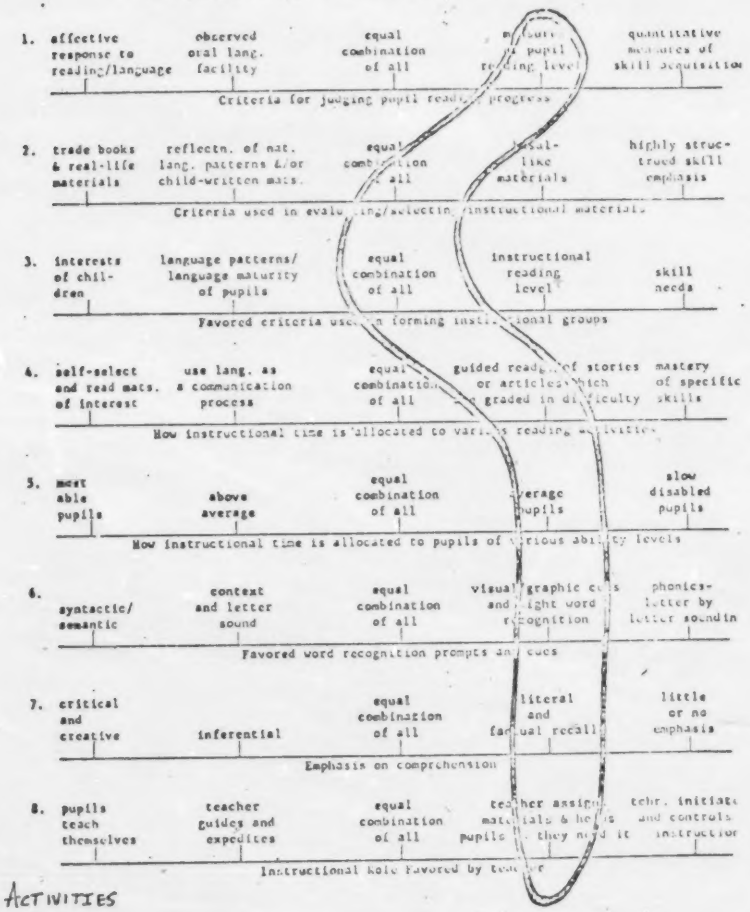
TEACHER #122

WHAT TEACHER SAYS GUIDES DECISIONS



TEACHER #12E

OBSERVED TEACHER PRACTICE


1. affective response to reading/language | observed oral lang. facility | equal combination of all | pupil reading level | quantitative measures of skill acquisition
Criteria for judging pupil reading progress
2. trade books & real-life materials | reflectn. of nat. lang. patterns &/or child-written mats. | equal combination of all | basal-like materials | highly structured skill emphasis
Criteria used in evaluating/selecting instructional materials
3. interests of children | language patterns/ language maturity of pupils | equal combination of all | instructional reading level | skill needs
Favored criteria used in forming instructional groups
4. self-select and read mats. of interest | use lang. as a communication process | equal combination of all | guided reading of stories or articles graded in difficulty | mastery of specific skills
How instructional time is allocated to various reading activities
5. most able pupils | above average | equal combination of all | average pupils | slow disabled pupils
How instructional time is allocated to pupils of various ability levels
6. syntactic/ semantic | context and letter sound | equal combination of all | visual/graphic cues and sight word recognition | phonics-letter by letter sounding
Favored word recognition prompts and cues
7. critical and creative | inferential | equal combination of all | literal and factual recall | little or no emphasis
Emphasis on comprehension
8. pupils teach themselves | teacher guides and expedites | equal combination of all | teacher assigns materials & helps pupils as they need it | tchr. initiates and controls instruction
Instructional role favored by teacher

TIME DEVOTED TO ACTIVITIES

TEACHER #12E

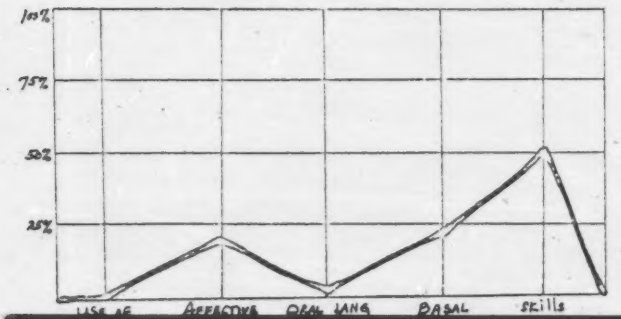
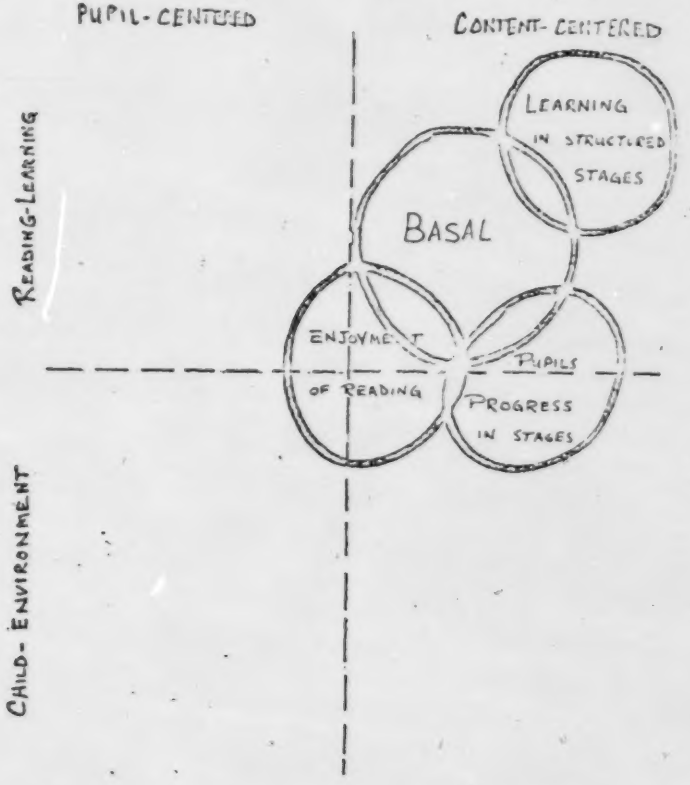


Figure 22

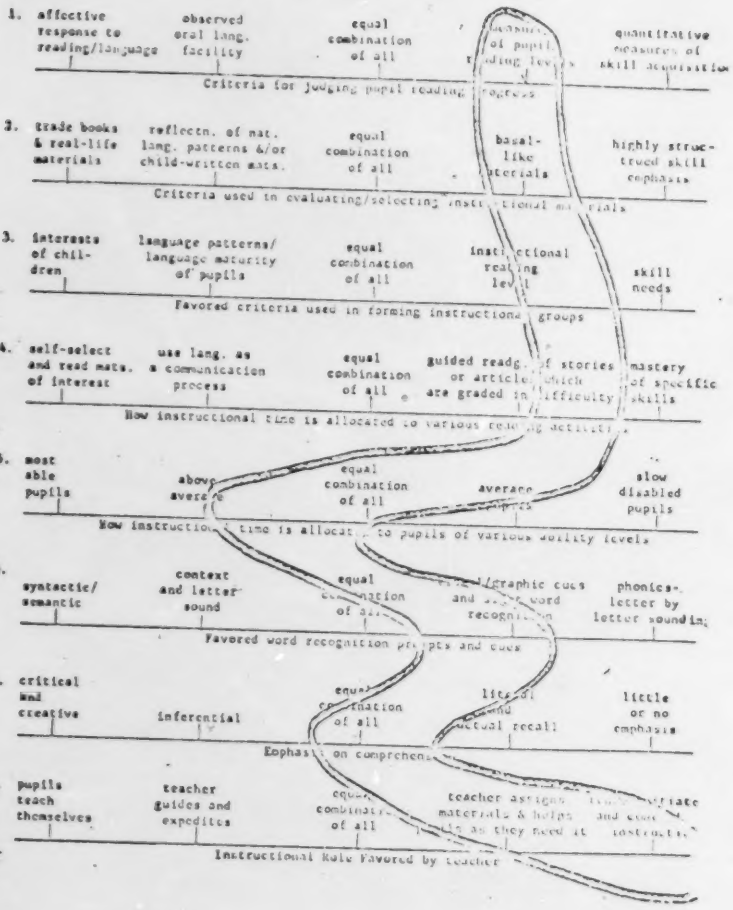
TEACHER #13 B

WHAT TEACHER SAYS GUIDES DECISIONS



TEACHER #13 B

OBSERVED TEACHER PRACTICE


1. affective response to reading/language
observed oral lang. facility
equal combination of all
quantitative measures of skill acquisition
Criteria for judging pupil reading progress
2. trade books & real-life materials
reflectn. of nat. lang. patterns &/or child-written mats.
equal combination of all
basal-like materials
highly structured skill emphasis
Criteria used in evaluating/selecting instructional materials
3. interests of children
language patterns/ language maturity of pupils
equal combination of all
skill needs
Favored criteria used in forming instructional groups
4. self-select and read mats. of interest
use lang. as a communication process
equal combination of all
mastery of specific skills
How instructional time is allocated to various reading activities
5. most able pupils
above
equal combination of all
slow disabled pupils
How instruction time is allocated to pupils of various ability levels
6.
syntactic/ semantic
context and letter sound
equal
phonics-letter by letter sounding
Favored word recognition prompts and cues
7. critical and creative
inferential
equal combination of all
little or no emphasis
Emphasis on comprehension
8. pupils teach themselves
teacher guides and expedites
equal combination of all
Instructional Role Favored by Teacher

TIME DEVOTED TO ACTIVITIES

TEACHER #13 B

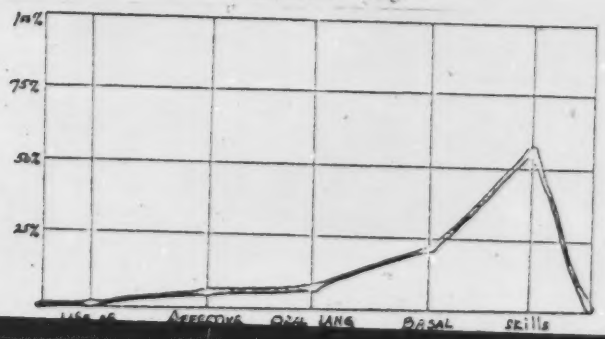


Figure 23